

# XXVI<sup>th</sup> INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

1963

## COUNTRIES REPRESENTED

AFGHANISTAN, ALGERIA, ARGENTINA, AUSTRALIA, AUSTRIA,  
BELGIUM, BOLIVIA, BRAZIL, BULGARIA, BYELORUSSIA, CAMBODIA,  
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GREECE, GUATEMALA, GUINEA, HOLY SEE, HUNGARY, INDIA,  
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JAPAN, KOREA (REPUBLIC OF), KUWAIT, LAOS, LEBANON, LIBERIA,  
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MALI, MAURETANIA, MEXICO, MONACO, MOROCCO, NICARAGUA,  
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## INTRODUCTION

The XXVIth International Conference on Public Education was held in the Palais Wilson, Geneva, from 1st to 12th July 1963. The work of the Conference, at which 97 States were represented, was presided over by Mr. Bedrettin Tuncel, Professor of the Faculty of Letters, Ankara University, former Minister of Education and member of the Executive Council of Unesco. The eight Vice-Chairmen were Mr. Youssef Ben Abbes, Minister of National Education of Morocco; Mr. Marion Coulon, General Inspector, Educational Adviser to the Ministry of National Education and Culture of Belgium; Mr. Yoshio Gamo, Chief of the Minister's Secretariat, Ministry of Education of Japan; Mr. F. E. MacDiarmid, Chief Director and Deputy Minister of Education of New Brunswick (Canada); Mr. Costin Nadejde, Vice-Minister of Education of Rumania; Mr. Aja Nwachuku, Federal Minister of Education of Nigeria; Mr. Atilio dell' Oro Maini, Argentine Ambassador to Italy, former Minister of Education and Justice of Argentina; Mr. Pung Peng Cheng, Director-General of Education of Cambodia.

The discussion of the two pre-drafts of the Recommendations on items I and II of the agenda was introduced by the Chairmen-Rapporteurs Mr. Hans Nowotny, Director, Ministry of Public Instruction of Austria, and Mr. Fouad Sawaya, Director-General, Ministry of National Education of Lebanon. The text of Recommendations 56 and 57, voted unanimously by the Conference, has been communicated officially to all Governments. The first concerns the organization of educational and vocational guidance and the second the struggle against the shortage of primary teachers.

A part of the twenty-two sessions was devoted to discussion of the reports from Ministries of Education on educational progress during 1962-1963; these reports will be embodied in the 1963 issue of the International Yearbook of Education. As working documents, the International Bureau of Education and Unesco jointly published two studies in comparative education entitled "The Organization of Educational and Vocational Guidance" and "Shortage of Primary Teachers".

TEXT OF THE LETTER OF INVITATION  
ADDRESSED TO THE GOVERNMENTS

Sir,

We have the honour to invite you to take part in the XXVth International Conference on Public Education, organized under the agreement governing the relations between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education. The Conference will be held in Geneva from 1 to 12 July 1963.

The Unesco-IBE Joint Committee which deals with the various questions connected with the implementation of the above agreement has decided to place the following items on the agenda of the Conference:

1. The organization of educational and vocational guidance;
2. Efforts to overcome the shortage of primary school teachers;
3. Brief reports by the Ministries of Education on the progress of education during the year 1962-1963.

That greater importance is accorded everywhere to educational and vocational guidance is due to several causes, and particularly to the increasingly evident relationship between education and economic and social development. It appears appropriate to include in the agenda of the next conference this subject which is unquestionably of educational interest and which also has a steadily broadening relevance to other fields. The comparative study of the nature, structure and regulation of educational and vocational guidance services in the different countries should make it possible to define criteria which will help to promote the quantitative as well as qualitative development of such services throughout the world.

After having formulated three recommendations to Ministries of Education concerning respectively the training, the material situation and the further training of primary teachers, the International Conference on Public Education should take up the study of the shortage of primary school teachers, a problem which concerns the educational authorities of nearly all countries. After having examined the problem in its various forms and analysed the causes, the Conference will be called on to adopt a recommendation concerning measures to remedy the shortage.

The information contained in the reports presented to the Conference by Ministries of Education will constitute the basis for the comparative study on the evolution of education in the world which will be included in the *International Yearbook of Education* for 1963. This year, the report should also include additional information on the measures taken to implement Recommendation No. 46 concerning the preparation and issuing of the primary school curriculum (1958).

In view of the nature and importance of the XXVth International Conference on Public Education, it would be a matter of great satisfaction to us if the Minister of Education could take part in this meeting in person.



Should that be impossible, we hope that your Government will be represented on this occasion by senior officials accompanied, if necessary, by persons who are expert in the matters to be discussed. We should be very grateful if you would let us know before 1 June 1963 the names of the members of your delegation.

Comments and more detailed information on the three items on the agenda will be sent to you shortly, and you will receive in due course the documents prepared for the Conference.

We should be much obliged if you would send to the Secretariat of the Conference, in Geneva, at least a fortnight before the opening date, 300 copies (in both French and English) of the brief report on the progress of education in your country during the school year 1962-1963. Indications concerning the preparation of this report will be sent to you shortly. In this connexion, may we remind you of the decision, previously taken, that only those reports which are ready for distribution before the discussion can be submitted to the Conference.

We should be grateful if you would address your reply to the present invitation and all correspondence and documentation relating to the Conference, to the Conference Secretariat: International Bureau of Education, Palais Wilson, Geneva (Switzerland).

We have the honour to be,

Sir,

Your obedient Servants,

RENÉ MAHEU

*Director-General,  
United Nations' Educational  
Scientific and Cultural Organization*

JEAN PIAGET

*Director,  
International Bureau  
of Education*

## TEXT OF THE DETAILED AGENDA OF THE CONFERENCE ADDRESSED TO GOVERNMENTS

### GENERAL INFORMATION ON THE THREE ITEMS ON THE AGENDA

1. The agenda of the XXVIth International Conference on Public Education, as drawn up by the Unesco-I.B.E. Joint Committee, comprises the following three items: I. Educational and vocational guidance. II. Measures taken to meet the shortage of primary teachers. III. Brief reports supplied by the Ministries of Education on educational development during the school year 1962-1963.

2. One of the objectives of the International Conference on Public Education is the discussion and voting of recommendations which, although not of an imperative character, do in fact constitute an international charter of education whose moral authority rests on the fact that the recommendations were adopted by the senior educational authorities of the various States represented at the Conference.

3. Following on the twenty-five sessions which, since 1934, have adopted fifty-five such recommendations, the XXVith International Conference on Public Education is invited to draw up and approve two further recommendations to Ministries of Education, dealing respectively with educational and vocational guidance (Recommendation No. 56) and measures taken to meet the shortage of primary teachers (Recommendation No. 57).

4. For the general discussion of the first two items on the agenda the Conference will divide into two large groups consisting of one specialist member per delegation. In order that delegations with only one member may take part in the work of both groups, meetings will take place successively. At the beginning of the Conference each delegation will be requested to give the name of its representative for each of the two groups.

5. For each of the first two items on the agenda, the Conference will be invited to elect a Chairman-Rapporteur who will take the chair at the meetings of the group concerned and who will participate *ex officio* in the work of the drafting committee specially formed to draw up the text of the corresponding draft recommendation.

6. To encourage more concrete discussion within the Conference's two main groups, delegates will have at their disposal two pre-draft recommendations based on the results of the inquiries addressed to Ministries of Education. These results will appear in the volumes published beforehand by Unesco and the I.B.E.

7. It is understood that, when the two pre-draft recommendations are discussed, the members of each of the two groups will present in writing the text of the new clauses of the amendments they would like to be adopted. All these texts will be submitted to the relevant drafting committee together with the corresponding pre-draft recommendation.

8. The discussion of each pre-draft recommendation in the group meetings should be conducted section by section so that the drafting committee can begin work without waiting for the end of the general discussion.

9. The two drafting committees, each composed of the rapporteur and six members appointed by the Conference, will be responsible for drawing up the final text of the corresponding draft recommendation for each of the first two items on the agenda, taking into account the text of the pre-draft and the proposed modifications submitted in writing in the group meetings.

10. The final text of the draft recommendations drawn up by the two drafting committees will be brought to the notice of the delegations with the request that they present in writing, within a specified time, the amendments which they wish to see incorporated.

11. At the final voting on the recommendations, which will take place in plenary session, only the draft amendments presented in writing within the prescribed time can be taken into consideration. Before the vote on each of the proposed amendments, the floor will be given to the proposer, to one opponent if any, and to the rapporteur if he so desires.



12. Each delegation has only one vote and all decisions are taken by simple majority.

13. It should be pointed out that the procedure defined above renders superfluous the presentation by delegates of detailed national reports on the first two items on the agenda ; the only national report required is the one on educational progress during the year 1962-1963 (item III on the agenda), and this should be supplied in time for distribution to delegates at the beginning of the session.

14. Information on item III on the agenda, brief reports of Ministries of Education on educational developments during the school year 1962-1963, will be found below. These reports will be discussed by the Conference in plenary session.

#### ITEM I ON THE AGENDA :

##### EDUCATIONAL AND VOCATIONAL GUIDANCE

Main points which might form the basis for the discussion on pre-draft Recommendation No. 56 on educational and vocational guidance. (This discussion, which will take place at the group meeting according to the procedure described above, will precede the work of the drafting committee.)

#### *I. Nature, structure and regulations*

- (1) Objectives and nature of educational and vocational guidance.
- (2) Free provision and compulsory nature, or otherwise, of the guidance services.
- (3) Regulation and financing of activities concerning educational and vocational guidance.
- (4) Cooperation between the guidance services and the pedagogic, economic, social, medical, or employment services, etc.
- (5) Relations between the educational and vocational guidance activities and the present and foreseeable needs of the national economy and of the labour market.

#### *II. Methods and techniques*

- (6) Techniques most generally employed in guidance examinations.
- (7) Information media utilised in making known the requirements and the characteristics of the different professions.
- (8) Role of guidance services in the choice of a vocational or other type of school, placement in apprenticeship, registration in an employment office, etc.
- (9) Follow-up practices relative to the advice given by the guidance services (informative and persuasive action with regard to the children, their families and their teachers, and future action with a view to the integration of the pupils assisted in the professional sector chosen).

### III. *Staff*

- (10) Composition of staff responsible for guidance and criteria of selection.
- (11) Specialized training and possible further training.
- (12) Status.

### IV. *Plans for the future*

- (13) Measures contemplated for the further development of guidance services.

### V. *International collaboration*

- (14) Forms and methods of international collaboration.

## ITEM II ON THE AGENDA :

### STRUGGLE AGAINST THE SHORTAGE OF PRIMARY TEACHERS

Main points which might form the basis for the general discussion of pre-draft Recommendation No. 57 on the measures taken to meet the shortage of primary teachers. (This discussion, which will take place at the group meeting according to the procedure described above, will precede the work of the drafting committee.)

#### I. *Relation between the number of teachers available and pupils enrolled*

- (1) Existence of a shortage of primary teachers and its quantitative importance.
- (2) Tendency of the shortage (tendency to rise, fall or remain stationary).
- (3) Analysis of the shortage (more marked as regards men and women teachers ; some areas, or minority groups, more affected than others, etc.).

#### II. *Causes of the shortage*

- (4) Factors having contributed to the shortage of primary teachers :
  - (a) Demographic factors.
  - (b) Educational factors (generalisation or extension of compulsory education, etc.).
  - (c) Factors affecting the profession (lack of interest in the profession, social and moral standing of teachers, etc.
  - (d) Other factors.

#### III. *Steps taken to meet the shortage*

- (5) Planning to combat the shortage.
- (6) Steps to encourage recruitment of trainee-teachers to primary teacher training establishments.



- (7) Emergency training programmes.
- (8) Recourse to staff without pedagogical training.
- (9) Other measures (raising retirement age of teachers, employment of foreign teachers, rise in number of pupils per teacher, alternate classes, radio, television or correspondence courses, etc.).

#### IV. *International collaboration*

- (10) Forms and methods of international collaboration.

### ITEM III ON THE AGENDA :

#### BRIEF REPORTS ON EDUCATIONAL DEVELOPMENTS DURING THE SCHOOL YEAR 1962-1963 SUPPLIED BY THE MINISTRIES OF EDUCATION

#### *Discussion of the Reports*

Experience has shown the value of an annual exchange of views on the main educational problems with which the education authorities of the various countries have been particularly concerned. Each delegation is therefore asked to provide a brief report on educational developments during the past school year. Discussion of these reports should enable those attending the Conference to form a broad picture of the evolution of education throughout the world during the last twelve months. This is a unique opportunity of learning the reasons of every kind which lie behind the reforms reported, often explained by the very authors of the changes made. The reports presented will be used in the preparation of the *International Yearbook of Education 1963* and will enable research in comparative education to be carried out on the main educational trends which have come to light during the past year.

The reports on educational developments in 1962-1963 will be examined in plenary session according to the following procedure :

1. The reports will be distributed, as in previous years, at the beginning of the Conference.

2. This year, the reports will be presented for discussion in alphabetical order of the French names of the countries.

3. Oral and written questions may be put to each delegation.

4. In order to enliven the discussion of each report, delegates are requested: (a) to ask only one question orally, and this should be of general interest, dealing for example with the reasons which led the school authorities to undertake the reforms or the modifications indicated in the report; (b) to have recourse also to written questions, using for the purpose the forms distributed by the Secretariat, for those topics which interest them personally, so that the delegations can answer these questions in more detail at their leisure; (c) not to ask orally for information which

may easily be found in the volumes of the *World Survey of Education* published by Unesco, or in the *International Yearbook of Education* or in other works of reference.

5. The maximum time which each delegation will be allowed for answering questions put to it is limited to half an hour, and each delegation has the right to answer in public only those questions which are of interest to the majority (the other replies may afterwards be given directly to the delegates concerned outside the meeting itself).

### *Composition of the Reports*

In order to facilitate the study of the national reports by delegates to the Conference and to ensure the necessary homogeneity in the contents of the *International Yearbook of Education*, the Conference secretariat would be grateful if those who are responsible for preparing these reports would take into account the following points:

(1) The brief report on educational developments during 1962-1963 should not as a general rule exceed 3,500 words. If necessary, more detailed information on any point dealt with in the body of the report can be given in appendices.

(2) Each delegation is requested to have its report on educational developments reproduced or printed in English and in French (the two versions forming, if possible, one document) and to send three hundred copies of this document to the Conference secretariat in Geneva at least a fortnight before the opening date of the Conference. Only those reports which were available for distribution at the opening of the session will be discussed.

(3) If the reports are printed (which is highly desirable since it enables them to be distributed outside the Conference), kindly have them published in the format 24 × 16 centimetres with the following cover page: *Ministry of Education of (name of the country), Report on Educational Developments in 1962-1963 presented at the XXVIIth International Conference on Public Education, Geneva, July 1963.*

(4) Stress should be laid in particular on points which are likely to interest education authorities and educators in other countries; it is not desirable to enter into details which have only national importance.

(5) In drawing up their reports, the Ministries of Education are earnestly requested to limit themselves to an enumeration of, and commentary on, developments which took place in the school year 1962-1963, so that this written summary will constitute a normal sequel to the report presented at the last session and since published in the *International Yearbook of Education*, 1962. It is desirable when speaking of fresh measures to state whether they are projects or regulations being put into force.

(6) Composers and translators of reports are earnestly requested to use the terminology followed in the Unesco reference volume *World Survey*



of Education, or that adopted in the last edition of the *International Yearbook of Education*.

(7) In their accounts of the progress made in the year under review, Ministries of Education are requested to indicate wherever recommendations passed by preceding sessions of the International Conference on Public Education on the points dealt with in the report have been applied.

(8) Wherever possible, it would be useful to include in the report of each country a diagram on the structure of education.

9. This year, Ministries are kindly requested to supply an additional chapter, as an appendix to the report for 1962-1963, stating what has been done to implement Recommendation No. 46 concerning the preparation and issuing of the primary school curriculum adopted at the XXist International Conference on Public Education (1958).

### *Content of the Brief Report for 1962-1963*

In order to make the reports more readily comparable and to facilitate the subsequent composition and consultation of the *International Yearbook of Education 1963* the Secretariat earnestly requests the principal points of the brief reports to be drawn up and numbered in the following order.

If these various points do not correspond to changes which have taken place during the school year 1962-1963, please reply "no change". It is further recommended that the information asked for under section I, point 3(a), (b) and (c), and section II, point 5(a), (b) and (c) should not be omitted.

#### *I. Administration*

- (1) *Administrative measures.* Changes that have occurred during the past year in educational administration: setting up, closing down or reorganization of *administrative or advisory services*.
- (2) *Inspection.* Qualitative or quantitative changes in connection with *inspection* of the various levels of education.
- (3) *Financing of education.* (a) The Ministry of Education *budget* for 1963 or 1962-1963 and, if known, the total expenditure on education incurred by the central, regional and local authorities; (b) *increase or decrease* of the Ministry of Education budget as compared with the previous year; (c) *percentage* of this increase or decrease; (d) *percentage* of educational expenditure as compared with general State expenditure; (e) *percentage* of educational expenditure as compared with the country's gross national revenue.
- (4) *School Building.* Steps taken and results obtained in the past school year to meet the need for school buildings. If possible, percentage increase or decrease over the preceding year in the *number of classrooms* built for (a) primary and (b) secondary education.

## II. *Quantitative Development*

- (5) *Number of Pupils and Teachers.* (a) latest known figures of the *number of pupils and of teachers*, indicating the year to which they correspond for the various levels of education (pre-primary, primary, secondary, technical and vocational, higher and teacher training); (b) *increase or decrease* as compared with the previous year; (c) *percentage* increase or decrease.

## III. *Organization and Structure*

- (6) Reforms or modifications during the year 1962-1963 in the structure of each of the levels of education (pre-primary, primary, secondary, technical and vocational, higher): (a) changes in the *duration of compulsory education* and in *free schooling*; (b) increase or decrease in the *number of years' study* in the different types of schools; (c) modification in the number or in the distribution of the *stages or sections* existing in certain types of education; (d) creation of new types of school establishment or *new courses* preparing for activities or for diplomas previously non-existent.

## IV. *Curricula, Syllabuses and Methods*

- (7) *Changes in curricula.* (a) Subjects *added to or removed from* the curricula of the various levels of education; (b) subjects which, during the past school year, have given rise to an increase or decrease in the *number of class hours* per week devoted to them in the timetable.
- (8) *Changes in syllabuses.* Subjects for which *modifications in content* have necessitated syllabus revision during the past school year.
- (9) *Changes in teaching methods.* Measures taken during the past school year with regard to the use of *new teaching methods or techniques*.
- (10) *New textbooks.*

## V. *Teaching Staff*

- (11) *Shortage or abundance* of teachers at the different levels of education.
- (12) *Training of teachers.* Modifications during the past school year in the system of training of teachers for the various levels of education (structure of establishments, length of studies, curricula, syllabuses, etc.).
- (13) *Further training of teachers.* Innovations or improvements in the field.
- (14) *Conditions of service.* Modifications to the status and conditions of service of teachers at the various levels of education.



## VI. *Auxiliary Services*

- (15) *Changes* that have occurred during the past school year in regard to schoolchildren's health and physical development, school meals, school psychology services, the education of handicapped children, popular education, youth movements, etc.

## VII. *Additional Chapter*

- (16) Please state (in an appendix) what has been done since its adoption to implement Recommendation No. 46 concerning the preparation and issuing of the primary school curriculum adopted by the XXIst International Conference on Public Education (1958).

For complete information on the XXVIth. International Conference on Public Education, the following volumes should also be consulted:

*Shortage of Primary Teachers.*

*Organization of Educational and Vocational Guidance.*

*International Yearbook of Education 1963.*





## LIST OF MEMBERS OF DELEGATIONS

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USSR

- Mr. Alexei MARKOUCHEVITCH, Vice-Minister, Education, RSFSR.  
Mr. Kenjaly AIMAHOV, Minister of Education, Kazakh SSR.  
Mr. Evgueni POSTOVOI, Minister of Education, Moldavian SSR.  
Mr. Vladimir KHOROLSKI, Inspector, Ministry of Education, RSFSR.

VENEZUELA

- Mr. Andrés AGUILAR, Ambassador, Permanent Delegate of Venezuela to  
International Organisations in Geneva.  
Mr. Angel Francisco LUJAN, Counsellor, Permanent Delegation in Geneva.  
Mr. Heriberto APONTE, First Secretary, Permanent Delegation in Geneva.  
Mr. Frederico HERNANDEZ, Professor.

VIETNAM

- Mr. NGUYEN QUANG TRINH, Minister of National Education.  
Mr. TRUONG VAN CHOM, Dean of the Faculty of Pharmacy, Saigon.  
Mr. NGUYEN VAN BUONG, Director of Primary Education.

## YUGOSLAVIA

Mrs. Nada NOVOSEL, Director, Vocational Training Institute, Croatian SR.  
Mr. Mirko PAPRENICA, Assistant Director, General Education Institute, Serbian SR.  
Mrs. Dora VINSKI, Psychologist, Head of Vocational Guidance, Institute for the Placement of Workers, Croatian SR.  
Mr. Miodrag DZUVEROVIĆ, Chief of Section, Foreign Relations Dept., Federal Secretariat for Education and Culture.

## OBSERVERS

### Organizations of the United Nations System

#### UNITED NATIONS RELIEF AND WORKS AGENCY

Mr. Raymond COURVOISIER, Director of UNRWA Liaison in Europe.  
Miss Penny HOPKINS, Assistant Liaison Officer for Europe.

#### INTERNATIONAL LABOUR OFFICE

Mr. K. GRUNBERG, of the Non-Manual Workers Division.  
Mrs. M. JANJIC, of the Office for the Coordination of Womens' and Young Workers' Questions.

#### WORLD HEALTH ORGANIZATION

Miss Claire TURNER, Chief, Health Education.

#### INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Mr. R. DIEZ-HOCHLEITNER, Chief of the Education Division.

### Other Intergovernmental Organizations

#### INTER-AMERICAN DEVELOPMENT BANK

Mr. Julio GONZALEZ DEL SOLAR, Special Representative in Europe.  
Mr. Juan Carlos LANGLOIS, Assistant, Special Representative in Europe.

#### LEAGUE OF ARAB STATES

Mr. Moukhtar EL WAKIL, Permanent Representative of the League of Arab States to International Organizations in Geneva.  
Mr. Farag MOUSSA, Second Secretary, Permanent Delegation.

#### ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT

Mr. Dennis KALLEN, Consultant, Scientific Affairs Department.

### Non-Governmental Organizations

#### INTERNATIONAL ASSOCIATION FOR EDUCATIONAL AND VOCATIONAL INFORMATION

Mr. A. ROSIER, President of the A.I.I.S.U.P.

#### INTERNATIONAL ASSOCIATION FOR VOCATIONAL GUIDANCE

Mr. Jean BEAUSSIER, President of the A.I.O.P.

Mr. Bryn Morgan DYER, Youth Employment Officer.

#### INTERNATIONAL ASSOCIATION OF UNIVERSITIES

Mr. Robert DOTTRENS, Professor, University of Geneva, Member of the Council of the International Bureau of Education.

#### COMMISSION OF THE CHURCHES ON INTERNATIONAL AFFAIRS

Mr. Nicolaas SLOTEMAKER-DE-BRUINE.

#### CONFEDERATION OF LATIN AMERICAN TEACHERS

Mrs. Magally ARANGUIBEL.

#### WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

Mr. Dennis G. GILBERT, Teacher.

#### WORLD FEDERATION OF TEACHERS' UNIONS

Mr. Hans-Georg HOFMANN.

#### CATHOLIC INTERNATIONAL EDUCATION OFFICE

Canon DAELEMANS, Director General of the National Secretariat of Catholic Education in Belgium.

#### INTERNATIONAL FEDERATION OF FREE TEACHERS' UNIONS

Mr. Pierre REYMOND-SAUVAIN, President of the S.P.I.E.



# MINUTES OF THE PLENARY SESSIONS

## FIRST PLENARY SESSION

*11 a.m. Monday 1st. July 1963*

*Chairmen: Mr. André CHAVANNE and Mr. Bedrettin TUNCEL*

### OPENING OF THE CONFERENCE

Mr. André CHAVANNE (*Switzerland*): It is a great honour for me, in my capacity as Chairman of the Executive Committee of the International Bureau of Education, to open this XXVth International Conference on Public Education.

I should also like to say, in my capacity as first delegate of the host country for this conference, how happy the Swiss Federal Council and the Genevese cantonal and municipal authorities are to see this conference taking place here. This is for two main reasons — firstly, that both the Confederation and our city have shown an especial regard for educational questions, some even saying that Switzerland and Geneva have a pedagogical vocation. Secondly, that with the conference of the International Labour Organization, the conference on public education is the oldest among the ever more numerous conferences taking place here.

I should like to thank all the governments here represented for having accepted the invitation sent to them by the Directors of Unesco and the International Bureau of Education, and for having sent to this Conference such highly qualified delegates in either the educational or international field.

I feel sure you will agree with me if I take this opportunity of congratulating the Director-General of Unesco, Mr. René Maheu, whose interest in the Conference and the International Bureau of Education needs no proof, on his distinguished election to the general directorate of Unesco. We have no doubt that his dynamism and the experience which he has of international matters affecting education, science and culture, will help Unesco to face its ever-increasing problems successfully.

At the XXVth anniversary of the Conference, we had every opportunity to comment on the characteristics of the Conference, the authority which the presence of so many eminent personalities confers upon it, and the hopes that its actions, where realism and ideals are on such good terms, have aroused among educators. I will not go into these matters again, and will leave to others the task of commenting in detail on the points of the agenda which we shall have to work through in the next two weeks.

I would like to be allowed, however, to express certain views which one could perhaps call the conference background. The agenda should not stop us from taking stock of the present and the future of education.

Absorbed by tasks ever more heavy, ever more pressing, we have neither the time nor the opportunity to let slip our burdens to contemplate calmly and with the necessary serenity, the possibilities offered to us in the present favourable situation of education.

Would it be too much to ask if, alongside our official schedule of work, away from the daily routine, we could make a common effort to discuss certain points of a more general nature? For I fear that, as with other sectors of public life, in education also the trees do not allow us to see the forest.

One of the most pressing problems which we all have to resolve is that of the consequences of all kinds which follow from the quantitative development of education. From the calculations made, based on the reports on quantitative developments which you presented to the XXVth Conference, where in 1960-1961 there were 100 pupils, there were in 1961-1962 eight more in primary education, eleven more in secondary education, twelve more in vocational education, and eleven more in higher education.

You will say, and you are right, that we should put our trust in planning techniques, which allow us to evaluate current and future requirements and take the necessary steps to meet these. But it can be asked if this phenomenon of over-population in schools does not have effects which go beyond the purely numerical aspect of the problem. It is, for example, because secondary education, once destined for a minority, is becoming a school for all, that structural reforms of secondary education are necessary. The same thing can be noted in vocational and technical education. Do you not agree that it is the crisis of growth, which it is at present passing through, which constitutes one of the main reasons for the imprecise and changing structure in which this level of education finds itself to-day?

But the consequences of numbers in education do not require only reforms concerning school organization. They are felt in the field of methods and especially among the auxiliaries of education. It was very naive of us to think that we would be able to accommodate one person in every four in school, without adapting our educational techniques, by awakening interest in education among children and adolescents, who by nature resist it.

Another subject seems to me to lend itself to reflection when the high authorities in public education have time to look at the worldwide panorama of education. This is the interdependence of education with economic and social progress, of which we hear so much nowadays.

We should congratulate ourselves, we educators, that among our allies henceforth are those powers which, until now, were largely indifferent to educational problems. Why should we not hope that this change of attitude means a greater comprehension of the needs of education on the part of those responsible for finance? So long as economists respect the constant factors in education, their influence can only be favourable to the rationalisation of educational administration.

But as has happened with the quantitative development of education, the discovery that education is a source of wealth modifies, whether we like it or not, the traditional idea which we had all formed about education. Were not all pedagogues agreed in proclaiming that educators should try

to develop the intellectual, moral and physical capacities of pupils as well as preparing them for life?

In placing education at the service of the economic and social development of a people, we give it a utilitarian, pragmatic angle which it had not known before. We should not regard this as a purely philosophical or speculative problem. The time has come to consider very seriously the consequences of all kinds which follow from this new conception of things. I am thinking especially of the status of the teaching corps. This career has required from all those who entered it — from primary teacher to university professor — abnegation, sacrifices, disinterestedness, which contrast with the status of other producers of wealth. One of the greatest services which the economy can render us would be to make education in general and teachers in particular benefit from the economic development of which the latter, in common with others, are among the principal craftsmen.

It is not only, however, the interests shown by economic and social circles for educational problems which is at the source of the favourable situation which education knows today.

As educational leaders, you know as well as I that, more than other sectors of Government, we can count on public opinion. For reasons which it will be interesting to analyse one day, an "educational mystique" has been created which it would be dangerous to oppose. No doubt among the reasons is an awareness that education is something to which everyone has right, whatever their birthplace or family situation. Educational justice appears thus as a partial aspect of the wider movement in favour of social justice, the success of which is continually growing.

In inviting you to consider these thoughts outside the programme of work, I am thinking especially of the educational "mystique". Do we properly appreciate its real power? Do we know how to make an appeal to this great ally, especially at the moment when the budget is being apportioned? You will know that, on average, education's slice of the budget increases annually around 15%. Experts will show you, in black and white, that this effort is above the possibilities of the majority of countries and that it cannot go on much longer. It may be that, from the point of view of their speciality, they are correct. But do they not forget that the mystique of education has worked and will continue to work miracles? Contemporary history lacks no examples of countries who — taking the case of parents who have sacrificed themselves for their children's education — have pressed into service in the fight against ignorance, funds which, theoretically at any rate, are far above their current means.

This educational "mystique" which became evident firstly on the national level, should not be long delayed on the international level. What a long road it is from the days when member states of the League of Nations were against entering the word "education" in the Charter, thus cutting themselves off from all further activity in this field!

And without this being interpreted as a lack of modesty on our part, we might recall that the Conference has not been entirely without influence in this change of climate. It has in any event shown that education could be dealt with on an international basis without the slightest encroachment on national sovereignty. It has allowed, furthermore, — and this



took place in this very hall — the first delegate of one of the great powers to invite the other delegations to take part in what he called an "education race".

This "race" is now a fact. A spirit of emulation has been created and you will find this echoed in the national reports which will be presented to you and in the stands of the Exhibition which illustrate subjects dealt with at the Conference.

And if further proof were needed of the reality of this emulation, we should see it in the increasing interest which many international organizations, whose main aims are different from ours, show in educational problems. We are happy to see their representatives associating themselves with the work of this Conference.

In suggesting these few subjects for thought — there are many others also — my intention was not to invite you to treat them as points on the agenda. The very nature of these subjects, despite their undeniable interest, lie outside the structure and type of a Conference such as ours.

I hope nevertheless that you will keep them with you in spirit when the discussion opens on the various reports presented by the Ministries of Education, and that in analysing the changes, the progress mentioned in each report, you will be able to see up to what point the reforms carried out, or in preparation, correspond to the educational tendencies currently holding sway in the world.

Tendencies — that is the word. As you know, Unesco has already carried out a profound study of research tendencies in physical and natural sciences. It is proposing to undertake a similar study as regards research tendencies in the social sciences. And we do not doubt that, in this study, a place will be reserved for educational sciences.

But tendencies and trends do not make themselves felt only in the fields of theories and ideas, but also, and with what force, in concrete results. This is shown in the comparative study of educational developments at the beginning of the International Yearbook of Education. You will have received the 26th volume already. In passing it must be said that this Yearbook constitutes a necessary adjunct to Unesco's "World Survey of Education". A professor of pedagogy has stated that while the latter constitutes a treatise on "educational anatomy", the Yearbook, which studies developments, can be considered a treatise on "pedagogical physiology". The discussion of the annual reports to which we will now devote ourselves once more is only a first step. This basic documentation serves to formulate the comparative tables which you will find in the Yearbook and which are an evaluation of the efforts made during the last twelve months.

With such slender means, and having recourse to procedures which are all more or less empirical, whose merits have been demonstrated by experience, we have arrived at the point where we can establish current trends, that is to say the tendency to rise, or remain stable, of some of the principal aspects of annual educational developments.

Owing to the comparative method to which recourse has been had, education no longer finds itself in a state of inferiority in regard to other branches of human activity. Thanks also to your cooperation in presenting the reports each year in a more systematic format, it is possible now,

and you will find proof of this in the last volume of the Yearbook, to follow the evolution of some forty indices, of criteria relative to the changes which have taken place in administration or educational organization.

No-one needs to be convinced of the value of these studies for educational planners. Carried out over a more or less long period, research allows an evaluation of the rhythm acquired in regard to educational matters, a rhythm more rapid than some think, and slower than many would wish.

I would like to conclude these remarks on the characteristics of the evolution of education by imparting my faith in the future to you.

If the complexity of educational problems increase without pause, the spiritual, material and technical means at our disposal for overcoming the obstacles are much more powerful than those available to our predecessors. On the national as well as the international level, education is drawn by favourable currents. How heavy would be our responsibility if, by a lack of audacity, of know-how, we did not manage to make use of them and take as much advantage of them as possible!

I declare this XXVith Conference on Public Education open.

#### ELECTION OF CONFERENCE OFFICIERS

Mr. ALLCOCK, (*United Kingdom*), Chairman of the preceding Conference, proposed the election of Mr. Bedrettin Tuncel, former Education Minister of Turkey, Member of the Executive Council of UNESCO, Professor of Literature of Ankara University, as Chairman of the XXVith International Conference on Public Education.

*(Mr. Tuncel was elected Chairman by acclamation)*

Mr. CHAVANNE (*Switzerland*), on behalf of the Unesco-I.B.E. Joint Committee, proposed the election as Vice-Chairman of Mr. Youssef Ben Abbes, Minister of National Education of Morocco, Mr. Marion Coulon, General Inspector, Educational Adviser to the Ministry of National Education and Culture of Belgium, Mr. Yoshiro Gamo, Chief of the Secretariat of the Ministry of Education of Japan, Mr. F. E. MacDiarmid, Director General and Deputy Minister of Education for the Province of New Brunswick (Canada), Mr. Costin Nadejde, Deputy Minister of Education of Rumania, Mr. Aja Nwachuku, Federal Minister of Education of Nigeria, Mr. Atilio dell' Oro Maini, Ambassador of the Argentine Republic in Rome, former Minister of Education and Justice, and Mr. Pung Peng Cheng, Director General of Education of Cambodia.

*(Mr. Youssef Ben Abbes, Mr. Marion Coulon, Mr. Yoshiro Gamo, Mr. F. E. MacDiarmid, Mr. Costin Nadejde, Mr. Aja Nwachuku, Mr. Atilio dell' Oro Maini, and Mr. Pung Peng Cheng were elected Vice-Chairmen by acclamation)*

*(Mr. Tuncel took the Chair)*

The CHAIRMAN expressed his thanks for the honour done to his country, which, at the instigation of its founder Ataturk, was now making

great efforts in the domain of education. He stressed the important role played by the International Conference on Public Education and the fruitful cooperation which has been established between the I.B.E. and Unesco. He recalled that the implementation of the recommendations voted at the end of this Conference is a matter of vital importance to all countries. Until now education had been regarded from an analytical point of view, from year to year, from one school to another. The subject of vocational guidance however, which is one of the points on the agenda of this Conference, can be considered as a matter of synthesis with a view to the destiny which the child has chosen or which has been assigned to him. One can therefore say that it dominates the problem of education in rather the same way as the navigator dominates the work of the pilot by giving him his directions. For this reason he was glad that the Unesco-I.B.E. Joint Committee had put this subject on its agenda.

In conclusion, he wished to greet the delegates, and especially the representatives of the new African States which had attained their independence, and whose co-operation would certainly be invaluable from the educational and human points of view.

#### ADDRESS BY THE DIRECTOR-GENERAL OF UNESCO

Mr. René MAHEU (*Director-General of Unesco*): It is not for the first time that I am taking part in the International Conference on Public Education, for I have enjoyed this privilege several times, but it is the first time, as Mr. Chavanne has said in his remarkable speech, that I am taking part in my new capacity as Director-General of Unesco. I want to take this opportunity to underline the importance which I attach to the co-operation which becomes progressively more fruitful between the International Bureau of Education and Unesco and to tell you how much importance the Organization attaches to the work and the recommendations of the International Conference on Public Education.

In his very remarkable speech, the Chairman gave us an excellent description of the race for education which is developing all over the world and which, for my part, I prefer to another race which is also a feature of our times. I hope, as Victor Hugo said, that "this will kill that". In this race for education, which is taking on the aspect of a real explosion, everything is constantly being renewed and everything changes. Firstly the quantities, and then the qualities, the significance and the place of education in the economic and social context, at the same time as the ethical significance, which naturally remains an essential part of education.

In order to face up to this revolution in education which is taking place and for which if we want precedents we have to go back long ago, to the beginning of modern times and the Renaissance, it is very important that Unesco and the International Bureau of Education should unite to analyse the solutions which present themselves here and there to various educational problems and to bring to Geneva qualified representatives of government educational services for the meetings of this International Conference which is, in one sense, an essential instrument for the progress of humanity at this decisive moment.



I take the liberty of congratulating the Chairman, Mr. Bedrettin Tuncel on his election, which has conferred this dignity on a man who has served the cause of education so admirably in his own country and who by his work as a member of the Executive Council of Unesco is the most appropriate symbol of cooperation between our two institutions.

The two questions on which this XXVith International Conference on Public Education is concentrating its attention to-day appear to be of particular importance at the present time. After the problem of educational planning, which was an essentially practical matter, it is natural to take up these two questions of the organization of educational and vocational guidance and of the shortage of primary school teachers. The solutions which we shall recommend will certainly influence the success of educational planning in all countries.

In the past, for that élite who attended school, the guidance laid down from childhood was thoroughly defined and the pupil, who was started on a scholastic career by his parents or well-meaning advisers where the lines and possible diversions were clearly laid down once and for all, had as his main preoccupation to follow the course, whether imposed or proposed, mapped out for him until the end. The traditional examinations reserved for those who were successful were the most sought after outlets; there was however no point in worrying about the unsuccessful candidates because, in each branch, job distribution was so arranged that posts were always available at a lower level than that which it had first been hoped to attain and, by successive adjustments, everyone finally found suitable employment in a professional hierarchy shaped like a pyramid.

Those days have gone and we are now witnessing a reversal to the professional pyramid with the proliferation of the types of job required by modern techniques and the decrease in the number of executive positions which is the result. The economists have stressed that the primary sector of production is shrinking in favour first of the secondary sector, and then both the primary and secondary sectors are shrinking in favour of the tertiary sector. This development, which began a long time ago through mechanization, has been accelerated by automation of the means of production. It is no longer possible for families, even the most favoured, to forecast the educational future and, still less, the professional future of children because essential data is lacking. The problem of guidance therefore arises in such a way that it can only be solved by the educational system itself within the framework of integral planning, the need for which is being more and more widely recognized throughout the world. These educational systems should therefore be the subject of a transformation which I would not hesitate to describe as revolutionary because, in addition to their traditional purpose which was to impart knowledge and assist in its assimilation, they now have a new task which is of paramount importance, and that is to train the schoolchild by "teaching him how to learn" in order to adapt him for that "permanent education" through which he can, first as an adolescent and then as an adult, explore and develop, in the exercise of his profession and in his home and personal life, all the new knowledge and skills which will certainly be forthcoming to enrich the general culture and specialized knowledge he will have acquired at school, in the workshop or office, or even at university.

As can be seen, educational guidance must set itself higher aims than used to be the case with its forerunner, vocational guidance, with which it is gradually being merged. Because although, not so long ago, vocational training generally used to follow schooling, both types of training are now provided, concurrently and sometimes simultaneously, by the school and — as I have just recalled — by the now essential subsidiary of the school, permanent education. This development is all the more inevitable insofar as the various professions become more specialized and as qualities of mind and character thus become factors for success whose role is at least as decisive in professional life as during the school career. However, in humanizing — using all meanings of the term — the guidance conceived along these lines, the economic factors must not be lost sight of, for a man is subject to his economic surroundings, whatever they may be. Whence the need to take objectively into account the employment market and to base its final development on forecasts that are as sound as possible. In practice, an attempt must be made to derive as much benefit as possible from the means, insufficient though they may be, which are at present available for statistical analysis, as well as for the training and education of adults. If necessary, it may perhaps be useful to undertake reorientation during employment. Since technical progress tends to take away the specific and traditional character of the professions and to decrease the importance of individual initiative and purely physical effort, the faculties for adaptation and re-adaptation gradually become more important than basic aptitudes; that must be taken into account when planning methods of educational and vocational guidance. Finally, since such guidance is intended by definition to establish a flexible but lasting link between the school and life in general, the services responsible for that guidance should work in harmony with the parents and the individuals concerned and in very close cooperation with teaching circles and with those concerned with economics.

This essential cooperation between teaching and economics, in the interest of the individual and of society as a whole, is implicit in the actions and directives of the modern world. If the economists have for long been unanimous in considering, with Jean Fourastié, that “the one really rare element in the economy is the educated man”, the educators are now well enough aware of the relationship which exists between general and vocational training and economic productivity to make common cause with the economists and the sociologists. In particular, they know that an intensification of effort is necessary in the two main fields which at present dominate educational development, namely school buildings on the one hand and, on the other, the recruitment, training and remuneration of teachers.

The question of the development of school buildings was a subject of your Conference's Recommendation No. 44 in 1957. As to the problem of teachers, this has been mentioned and discussed by you many times. International Conferences on Public Education have given special consideration to the question of primary school teachers in its various aspects: professional training (1935), salary scales (1938), training and status (1953), training of professors at teacher training colleges (1959), further training (1962). That left one aspect which was frequently discussed during your earlier meetings and which you are invited to deal with in

greater detail this year under point 2 of your agenda, the shortage of primary school teachers.

This situation, which exists in practically all countries and is constantly increasing in gravity and scope, cannot but be a matter for anxious consideration. The most highly developed countries, like the developing countries, all experience this crisis in teaching staff. Some endeavour to meet it by recruiting teachers whose pedagogical training is insufficient, but this is not without danger to the basic education which it is the mission of the primary schools to provide. Many of the auxiliary teachers have hardly finished their own primary studies.

The clearest result of the quantitative lack of teachers is a qualitative weakness. Education is too often dull, schools lack attraction and interest for the children and consequently, for the families. Instead of taking advantage of their education the children abandon their studies with the more or less conscious complicity of their parents. When education turns out badly, educational administrators are obliged to record a serious wastage of the funds devoted to it. Gaps in primary school education are the most difficult to fill and this applies equally within the framework of education as to life outside school.

Among the causes of this state of affairs is one about which we can hardly complain, on which we should rather congratulate ourselves. I am referring to the extension of primary school education to all children, boys and girls. As is stated in the International Yearbook of Education the population in primary schools increased in 1961-1962 by nearly 15% in Africa, by more than 7% in Asia and in the Americas, and by more than 3.5% in Europe, while a considerable expansion has also taken place in secondary education, especially in Latin America. Further, we have to accept the reality of a demographic situation characterised by the conjunction of an increase in the birth-rate at the basis of the pyramid of ages and a dwindling in the active generations who, in many countries, suffered heavy losses during the war. But there are other causes against which we can and must react; the lack of interest among young people in pedagogical studies and for the teaching profession itself; the disinclination of teachers to accept posts in rural areas and, more generally in the poorer regions, sometimes also the gaps in certain plans for the expansion of primary education which provide for the opening of classes without taking into consideration the fact that you have to find teachers as well as pupils for the schoolroom. The present situation is paradoxical in that a greater need for education is matched by a smaller and smaller number of candidates for the teaching profession so that the gap between demand and supply increases. Another paradox, the lack of teaching staff, makes it necessary to call upon more or less unqualified teachers, while more and more teachers are called for in the field of knowledge as well as in the field of social responsibilities which are constantly increasing by reason of the dispersion of those sources which traditionally help teaching or fill its deficiencies.

Unless we are to resign ourselves to educational Malthusianism, the process of chain reactions: need for education, need for schools, need for teachers, must be followed by: need for money. No doubt this word has an ugly sound in certain ears, but since education is a factor of economic and social development is it not legitimate to let the schools benefit from



the resources which this development provides and to grant better salaries to teachers? Unesco has undertaken an enquiry into the economic and social situation of the teaching profession in various parts of the world which should be finished by the end of this year. I sincerely hope that the conclusions reached by this enquiry will contribute towards enlightening public opinion and convincing governments.

Mr. Chairman, Ladies and Gentlemen, it is for you to-day to seek out and to recommend measures which will lead in a shorter or longer period to remedying this lack of primary school teachers. This is certainly not an easy task but your experience and your competence constitute a sure guarantee in advance that your work will be successful and for this I would like to offer you my best wishes.

ADDRESS BY THE DIRECTOR  
OF THE INTERNATIONAL BUREAU OF EDUCATION

Mr. PIAGET (*Director of the International Bureau of Education*): It is my pleasure to welcome you most cordially to this XXVIth International Conference on Public Education. We have a large number of friends here who have attended previous conferences and every year they are joined by a varying proportion of new participants, who always become our friends also.

It is true that the International Conferences on Public Education have been successful so far. This does not mean that it will always be so, for the principle of induction is less sure in human affairs than in the exact sciences and we begin each new experience with trepidation lest it should be less successful than its predecessors. However, so far they have succeeded. The reason for this is that, in this building, we are more interested in education than in institutions and our principal preoccupation is that the Conference should keep to its proper sphere, which is educational and technical, and that it should banish such disturbing elements as politics, national propaganda and too eloquent speeches.

The International Bureau of Education is a small bureau, the result of private initiative, which has grown step by step like a pupil and which hesitated for a long time before it found out how best to do its work. It has known some difficult periods, but in the main it has had a lot of luck. The best piece of luck was that it came into contact with Unesco in the guise of intelligent men like Julian Huxley, J. Torrès-Bodet and René Maheu, and that it finally had the advantage of a contract of collaboration, which is put into practice by means of the joint organization of international conferences on public education since the Xth Conference (1947).

This present organization of international conferences on public education is not perfect and we are trying to improve it year by year especially by taking into account the experience gained. The formula this year is the same as that of the preceding years. It is laid down in a Guide to the Conference which has been distributed and in which I would like to draw your attention to the following points: (a) the report of the Ministries of Public Education are discussed in plenary afternoon sessions; they are not read but oral questions of general interest and written questions on special points with private replies are put to the delegates; (b) special questions, i.e. the organization of educational and vocational

guidance, measures taken to meet the shortage of primary school teachers are dealt with by two sections of the Conference each of which consists of one member of each delegation. These sections will meet successively so that delegations which consist of one member only can take part in the meetings of both sections. Preliminary draft recommendations have been drawn up on the basis of the enquiries and will be distributed to delegates who may take the floor with the purpose of amending the text of these preliminary drafts, and at the same time they should hand in the written text of their amendments. These amendments will then be discussed in drafting committee and will serve when a draft recommendation is being drawn up. Finally, the vote on the final text of the recommendation will be taken in plenary session.

As regards these two special subjects discussed by you at this year's Conference, I will begin with the shortage of primary school teachers, which raises the gravest questions with which we have to deal.

Grave questions because they touch the position of educators in society and especially the position of primary educators, who suffer doubly: they are only school teachers, and they are not even secondary school teachers.

Naturally, there are many technical and economic aspects to these questions which we have to discuss and a solution which would be as simple as it would be inapplicable would be to say: offer primary school teachers the same salaries as university professors or the same fees as those given to doctors and lawyers and they will be happy.

But this is not the whole question and I believe that even if this solution were financially possible it would not settle everything.

The question is more serious and touches on far deeper human problems. The truth is that the profession of educator has not yet reached, in our societies, the normal status to which it is entitled in the scale of intellectual values. A lawyer, even if he has no extraordinary individual talent, bases his work on a respectable and respected discipline which has its cadres and its prestige, which is that of the law. A doctor, even if he does not always heal his patients, represents a consecrated science which it takes a long and difficult training to acquire. An engineer represents, like the doctor, a science and a technique. A university professor represents the science that he teaches and to the progress of which he endeavours to contribute.

What a school teacher misses is a comparable intellectual prestige and this is due to an extraordinary and somewhat bewildering combination of circumstances. In the first place, the public does not know (and this public includes certain school authorities and a certain number of the teachers themselves) that pedagogy is, among other things, a science and even a very difficult science, which, just as the doctor applies biology to problems of healing, educational science applies or should apply psychology and sociology to the intellectual and moral training of human beings. In the second place, the primary school teacher carries out a programme with methods dictated to him by the State, while the doctor depends much more on his degree and his professional organization than on the Ministry of Health. In the third place, the doctors have created medical societies where they exchange their discoveries with those of their colleagues while pedagogical societies are singularly deprived of such advantages.

In brief, (and one could go on for a long time on this subject) the primary school teacher is not regarded as a specialist in the twin aspect of techniques and scientific creation, but as the simple transmitter of knowledge which everyone can grasp. Now this is an error as fundamental as it is widespread and without doubt it is this error which lies at the root of the evil, the effects of which we are seeing to-day.

Primary school teachers add to this disadvantage the regret that they cannot become secondary teachers (as among secondary teachers there is regret that they cannot become faculty professors).

The remedies suggested are many. There is the great Scottish experiment of Moray House, which we visited at the time when this Institute was directed by the great psychologist Godfrey Thomson. The teachers of every degree were taught together there and it was only at the end of their university studies that they chose the primary or secondary level and the best often chose the primary level because the younger the child is the more difficult it is to give him a good education. But this implies a university education for primary school teachers, contrary to the system of teacher training colleges which often withdraws the prospective teacher from society. This implies especially a complete university training with liberties given to the students to carry out research (and the necessary time) while very often the future teacher spends too short a time at a university and without free research which alone can convince him that his discipline can reach in richness and complexity the level, dignity and prestige of the great disciplines sanctioned by public opinion.

I know very well that you will reply if prospective school teachers try university training they will want to do other things than teach a class, whereas if they are sent to a teacher training college at the age of 14 or 15 they cannot change course later. Now this is where the real problem lies. Everything depends on the way in which pedagogical teaching is regarded. Too often it is felt that the prospective primary school teacher has only to know the branches which he will have to teach, plus a little child or adolescent psychology the better to understand his pupils. In this case a university training adds nothing to what a good teacher training college can provide. But the day when it is realised that in order to transmit ideas one must know how they arose and continue to grow in the human spirit, and why the development of intelligence in the child involves a multitude of mysteries which we are only beginning to glimpse, then the science of education will become a real science and university training for teachers what it is for other disciplines: a source of real vocations where the passion for research leads continuously to new discoveries and to development of more and more refined techniques. The day when it is understood that the life of the spirit has a complexity and a difficulty of interpretation surpassing that of all the other fields, the primary school teacher will no longer have to envy the doctor or the engineer: his discipline (present) there will be no more recruiting problems than there are for biology, medicine, or the fine arts.

We also have to deal with problems relating to the organization of educational and vocational guidance. On this point I shall be brief because I have already spoken at too great length and because everyone has now realised that a good vocational guidance specialist must thoroughly



understand the professions, scholastic matters and psychology and that his training is therefore extremely complicated. I should just like to recall that it might be useful to arrange for guidance to take place in several stages so as to take exceptional changes into account. As a general rule at the age of 12 to 15 the lines that will be followed by the majority of individuals can be predicted. But there are some late developers and unexpected changes and these are all the more interesting for society since the most gifted people are often involved.

In conclusion, I wish you a very successful XXVIth International Conference on Public Education and hope that the recommendations to be drawn up will be as useful as the many and important recommendations voted by previous conferences.

*(The meeting rose at 12.30 p.m.)*

## SECOND PLENARY SESSION

*3 p.m. Monday 1st July 1963*

*Chairmen: Mr. B. TUNCEL and Mr. PUNG PENG CHENG*

### REPORT FROM AUSTRALIA

Mr. Coughlan and Mr. McCulloch (*Australia*) answered questions from Mr. MAJALUT (*France*), Mr. EL-SAYYED ROHA (*United Arab Republic*), Mr. ALLCOCK (*United Kingdom*), Mr. FISCHER (*United States*) and Mrs. NOVOSIL (*Yugoslavia*).

The experiments in teaching by means of closed circuit television carried out in the University of New South Wales had not been generalised at the primary and secondary levels.

Summer schools had been set up for the purpose of developing the teaching of science. Some were intended for the more specially gifted pupils in that field, others for teachers of science. It was still too soon to evaluate results, but initial ones had been favourable.

The developments in secondary education in Queensland have many parallels in most of the other states.

In New South Wales "ordinary" and "advanced" level courses are provided in most subjects, to cater for pupils of different aptitudes and abilities; in some other states this is also done. In some states "ordinary" and "advanced" level examinations may be taken by pupils who had followed a common course in a subject.

### PROTEST BY AFRICAN STATES

Mr. NWACHUKU (*Nigeria*) wished to point out that the African delegations, together with delegates from all states believing in the spirit of human dignity, were obliged to stress their regret at seeing as a participant in the Conference the delegation of Portugal whose Government did not respect these principles.

Mr. SINGARE (*Mali*) regretted that he had to run counter to the recommendations of the Director of the International Bureau of Education who had expressed the wish that the Conference should deal only with educational problems, excluding any considerations of a political nature. But, within the Conference, there was an anachronism caused by the presence there together of African countries and of Portugal in the same conference-room. After the Addis Ababa Conference, it was impossible, even unthinkable, for the African delegations to sit at the same table as the delegation of Portugal. For that reason he appealed to the international conscience of the organizers of the Conference and to the conscience of Portugal in order to stress that the representatives of those two different trends could no longer meet together, and that would be the case until such time as Portugal would agree to respect human dignity.

Mr. ALLCOCK (*United Kingdom*) regretted that he had to express a contrary opinion to that expressed by the head of the Nigerian delegation who had contributed in such large measure to the success of these Conferences. But it was an unbroken tradition of these Conferences to restrict their activities to the educational field only, since education concerned all children irrespective of their origin. Moreover, invitations to the Conference were sent out jointly by Unesco and the I.B.E.

Mr. FISCHER (*United States*) supported the statement of his colleague from the United Kingdom, particularly with regard to his closing remarks concerning invitations to the Conference.

Mr. MARKOUCHEVITCH (*U.S.S.R.*) stressed that—in common with other delegations—he appreciated the spirit of international cooperation which inspired the deliberations of the Conference. Prompted by the greatest sympathy for countries which had recently achieved independence, he stated that the Soviet delegation fully supported the protest made by the African countries.

Mr. THOMAS (*France*) said that the French delegation was also in sympathy with newly independent countries but the problem raised by the Nigerian delegation was above all a legal one. Did the Conference have the right to modify its composition, fixed, as in each year, by the competent authorities in each of the two international intergovernmental organizations who called and organized the Conference, especially that of the Executive Council of Unesco? The French delegation considered that the Conference did not have this right. If it were presented with a resolution which implied the decision to exclude a delegation, it would be necessary to obtain the views of the Chairman upon the extent and the limits of his power in the matter.

Mr. SINGARE (*Mali*) expressed regret at finding himself attending the Conference with the delegate of Portugal and observed that the French delegate should have continued his line of reasoning to the end. The African delegations left it to the I.B.E. and Unesco, and also to the delegation of Portugal, to find a solution which would not oblige the Conference as a whole to take a decision. For the time being, a statement of fact had been made and it was up to those concerned to draw their conclusions.

Mrs. NOVOSEL (*Yugoslavia*) said that, in view of the Convention adopted at the eleventh session of Unesco against discrimination and because of the humanitarian nature of the problem raised, her delegation supported the statement of the African delegates and agreed with their views.

Mr. TENA ARTIGAS (*Spain*) remarked that, during all the preceding conferences, subjects of the greatest interest had been discussed and that it had been possible to express all types of opinion. That was an example of the value of education. He was sorry to see that political matters were being introduced into the present Conference and considered it most regrettable. The legal problem certainly existed but the moral problem was the more important. That was the only point that should be taken into consideration.

Mr. BELLAHSENE (*Algeria*) stated that his delegation ranged itself on a matter of principle. It was regrettable to see representatives of a country such as Portugal attending the Conference.

The CHAIRMAN said that an explanation was called for on certain points. First of all, the Conference had always remained outside political matters; it was a professional conference. From the legal point of view, it could be noted that the International Conference on Public Education had been convened jointly by Unesco and the I.B.E. However, those two organizations were inter-governmental. The matter of invitations had been discussed in the I.B.E. Council and it had been studied by the Executive Council of Unesco of which the Chairman was himself a member. The Chairman therefore pointed out that he was in a position to explain that the list of invitations had been examined during the preparation for the present Conference. The Executive Council of Unesco had decided not to invite South Africa. But it had maintained its invitation to Portugal. He did not consider that he himself was in a position, legally speaking, to decide on the matter. The Conference as a whole could settle it; however, the Chairman did not consider that he was in a position to raise the matter. The Conference could take note of the comments made by the delegations which had spoken on the matter and, *inter alia*, those of the Nigerian delegation.

Mr. SINGARE (*Mali*) noted with interest the statement made by the Chairman. At the time the Executive Council of Unesco had met, the Addis Ababa meeting had not been held and that explained the decision which had been taken. He pointed out that at present the African delegations wished to make a statement of intention. If a satisfactory solution was not found, the African delegations would take appropriate measures.

Mr. NWACHUKU (*Nigeria*) said that the Government of Portugal did not respect the ethics of the teaching profession. He asked that the resolution which would be submitted to the Conference should be discussed. If the delegates of Portugal were going to be present at the following meeting, a proposal to exclude them would be submitted to the Conference. The present statement was therefore a warning.



The CHAIRMAN asked the representative of Nigeria whether he was satisfied by the Chairman's proposal to take note of his protest, which had been supported by other delegations.

Mr. NWACHUKU (*Nigeria*) confirmed that his delegation merely proposed to warn the Conference that, if the delegates of Portugal were present at the following meeting, a protest would be submitted. The Nigerian delegation expressed agreement that the Chairman's proposal should be recorded in the Minutes but that would not affect his delegation's attitude in the future. The Conference as a whole should only give its decision after a draft resolution had been submitted.

The CHAIRMAN declared the incident closed.

#### REPORT FROM AUSTRIA

Mr. NOWOTNY (*Austria*) answered questions of general interest from Mr. MAJAUULT (*France*), Miss GABBARD (*United States*), Mr. BENCÉDY (*Hungary*), Mr. ALLCOCK (*United Kingdom*), Mr. NADEJDE (*Rumania*) and Mr. EGGER (*Switzerland*).

A new type of establishment had been set up, namely "Schools for Educators", intended for teachers with the necessary qualifications to become educators who could replace the family in its educational role, in boarding schools, etc. Such Schools trained educators for backward children, if required. Entrance qualifications were at least 8 years general teaching and to have passed the aptitude examination.

The pedagogical institutes assist with the further training of teachers for compulsory general education schools. Moreover, other types of teachers are given further training there. They are also given the task of preparing primary teachers for the aptitude examination for higher primary schools and special schools. They also undertake pedagogical research.

The "polytechnic year", corresponding to the ninth year of general education, was introduced in order to help pupils who did not follow secondary education to further their general education by accenting the practical and vocational sides. Direct contacts with practical aspects of life help pupils who have not yet chosen their profession to turn towards the field which interests them particularly. As yet, there is no documentation or educational material on the subject of the "polytechnic year".

The Austrian educational system, as defined by the law on school organization of 1962, is a whole. Its subdivision is determined by age and the degree of maturity, aptitudes and the tasks to be completed in life, and the vocational objectives to be attained. All pupils who are capable must have the possibility of acquiring more profound training and be able to pass from one type of school to another.

Public schools are accessible to all without distinction of birth, sex, race, condition, class, language or religion. Attendance at these schools is free.

The new educational laws adopted in July 1962 arranged for the integration of the two primary and secondary teaching legislations into one single legislation so that all pupils can be included in post-secondary education.

## REPORT FROM BYELORUSSIA

Mr. KHALIPOV (*Byelorussia*) answered questions from Mr. KRISTEK (*Czechoslovakia*) Mr. GALLO MARTÍNEZ (*Mexico*), Mr. DUGAN (*United States*), Mr. BENCEDY (*Hungary*), Mr. EL-SAYED ROHA (*United Arab Republic*) Mrs. NOVOSEL (*Yugoslavia*) and Mr. BELLAHSENE (*Algeria*).

Training schools, also called basic schools, are middle schools including in their teaching staff first-class educators culled from among the best in the Republic who are thus able to make their experience available to all. These model schools, numbering 200 and located in different areas, are better equipped than the ordinary schools and the best teaching methods are applied in them. Teachers desirous of obtaining further training can attend certain courses and take part in lectures.

The teaching of a foreign language, in addition to the mother tongue, is provided on an experimental basis in some kindergartens. The experiment aims at teaching, by way of a game, some notions of a foreign language (English or French according to the areas) to the youngest children who thus learn from 30 to 40 foreign words a year.

Secondary vocational schools have been in existence for 4 years. According to the economic needs of the area and the industry existing there, mechanics are trained such as locksmiths etc., also agricultural machine mechanics for the rural areas. These schools have a small workshop, well provided with tools, where courses are given to boys of from 9 to 11 years old, under the supervision of foremen teachers. This type of instruction is not yet given everywhere but its extension to secondary schools is expected.

"Public" inspectors co-operate with the national education services without payment. These are usually retired teachers who are in good health. They give advice and analyse the teaching given in certain schools which have not been satisfactory or which require the advice of an experienced teacher in certain fields.

The boarding schools do not differ from 8 or 11 year schools except that they accommodate the children day and night. Their aims and duties are the same and they take children from the age of 7.

## REPORT FROM BULGARIA

Mr. TCHERNEV (*Bulgaria*) replied to questions on general subjects put to him by MESSRS. ELLIOTT (*Liberia*), FIGUEROA (*Cuba*), DJASGARAL (*Chad*), ABDELJELIL (*Tunisia*), Miss GABBARD (*United States*) and MESSRS. TAKI (*Mauritania*) and ARCHIBONG (*Nigeria*).

Climatic schools are provided for children with delicate health or who have had a severe illness. They work under the direction of specialised teachers and have the advantage of being supervised by doctors.

Four institutes have been set up for the further training of teachers. They are run by eminent professors and turn out 5 or 6 thousand teachers every year. Practice schools attached to them make it possible for the teachers to give lessons which are later commented upon and discussed with a view to arriving at the best teaching methods.

Professional teaching is going ahead fast at the moment. That is why special sectors have been created in the service which inspects this form of teaching.

The first Bulgarian national teachers' congress took place in 1962. Its work made a great contribution to the whole of the educational work in the country. Further, the Ministry of Education convened a national conference so that the best teachers could discuss their experiences.

Correspondence courses exist for students who want to continue their studies while in work. These students are also called upon four times a year to follow courses organised in the higher schools. For this purpose they are granted 35 days additional annual leave.

Monitors are specially prepared with a view to directing extra scholastic work (study circles, sporting competitions, etc.)

In 1959 a law was adopted with a view to establishing a closer link between school and life. It provides for the introduction of practical work in the different classes, especially a knowledge of machines, tractors, and mechanisation of agriculture in the upper classes. Pupils from the 10th and 11th classes work one day each week in a productive enterprise or a co-operative farm.

Mr. ROSSELLÓ (*I.B.E.*) announced that the Unesco-I.B.E. Joint Committee had decided to propose the nomination as Chairman-Rapporteur of Mr. Hans Nowotny, Director in the Austrian Ministry of Education, for the first point point on the agenda: The organization of educational and vocational guidance; and of Mr. Fouad Sawaya, Director-General of the Lebanese Ministry of Education, for the second point on the agenda: the struggle against the shortage of primary school teachers.

*This proposition was approved.*

#### REPORT FROM CANADA

Mr. MACDIARMID (*Canada*) replied to questions of general interest put to him by MESSRS. CALO (*Italy*), OITTINEN (*Finland*), IAMSAKUN (*Thailand*), CHARDON (*France*), EL MACHRAFI (*Morocco*), PAPAConstantinou (*Greece*), TENA ARTIGAS (*Spain*) and FIGUEROA (*Cuba*).

He made written replies to questions put by delegates from the following countries: Liberia, Mexico, Sudan, United Kingdom, Algeria, Mauretania, Chad and Rumania.

Canada had no uniform system of education since each province was autonomous in this respect. Liaison was ensured by the Canadian Education Association, and a certain similarity could be discerned between syllabuses and methods in the different provinces.

At present the differences between the percentages of increases in the teaching staff and pupils is explained by the fact that the birth-rate is higher in certain areas than in others. In some the population is very stable while in others it has increased considerably, owing especially to the influx of immigrants.

The use of films and radio has developed considerably during the last fifteen years. In each province there is an office of visual aid. Courses are given by radio in languages, physical education and music. Television is



still in an experimental stage but could help to stimulate teachers and improve education.

The question of transporting pupils is a very important problem because of the long distances in sparsely populated areas. The Government pays 50% of transport costs, the remainder being found by the area concerned and not by the parents.

Every effort is made to integrate the Canadian Indians in the general population. They have access to all Canadian schools. The Division of Indian Affairs undertakes to pay the costs of education.

Adult education is given in three different forms: Correspondence courses, evening classes, and day classes which cover the programme from the sixth year of primary school until the end of the secondary school. They also cover certain university courses, but only for students who are quite unable to get to a university. As regards the training of teachers for mentally defective children, courses are provided in certain universities. Mentally defective children, and this term includes children who suffer from cerebro-motor disturbances, are placed in special classes. The Government pays half the teachers' salaries and half the transport costs. Their salaries are sometimes supplemented. Such teachers must have special qualifications.

*(The meeting rose at 6.45 p.m.)*

### THIRD PLENARY SESSION

*3 p.m. Tuesday 2nd July, 1963.*

*Chairman: Mr. B. TUNCEL*

#### DRAFT RESOLUTION SUBMITTED BY AFRICAN STATES

The CHAIRMAN said that he had been given a proposal submitted to the Conference by the African States here present. After having read the text the Chairman would consult the Conference in order to find out whether it desired to place this matter on its agenda.

Mr. DE ALCAMBAR PEREIRA (*Portugal*) wanted to raise a point of order before the Chairman submitted the African proposal for the approval of the Conference with a view to its possible inclusion on the agenda. The Conference was certainly unaware of certain events about which it should be informed before taking a decision on the matter.

The CHAIRMAN stressed the need to settle the fate of the motion first.

Mr. NWACHUKU (*Nigeria*) wanted to see the motion presented by the African States placed on the agenda for this afternoon's meeting.

Mr. SINGARE (*Mali*) supported the Nigerian motion.

Mr. MATITI (*Congo, Leopoldville*) thought that in view of the considerable number of delegates who had submitted the motion, no single delegation should have the right to oppose its discussion.

Mr. ALLCOCK (*United Kingdom*) said that the motion presented by the African States had been drafted with great care and great competence. However it was a complex motion. The delegates were not prepared to discuss this question before having considered the text carefully. On such a fundamental question it was necessary that delegates should have time to consult their governments. The delegate of the United Kingdom was not ready to vote, either for or against, and he would like to suggest that the Chairman should ask the Officers of the Conference what they thought of this motion.

Mr. DIALLO (*Nigeria*) expressed his opposition to the opinion of the United Kingdom delegate. In the name of the African States he affirmed that these latter would not accept that the resolution drawn up by them should not become the first item on the agenda of this afternoon's meeting. If this were not done, the African States would feel obliged to cease collaborating with the Conference.

Mr. BELLAHSENE (*Algeria*) wanted to stress the gravity of the problem. The motion submitted by the African delegation was clear, no ambiguity was possible and in consequence the question could not be evaded. The Algerian delegation was altogether in favour of its inclusion on the agenda of this Conference.

Mr. SINGARE (*Mali*) said that if there was any confusion this could only be attributed to the Officers of the Conference for, since yesterday, the African delegations had made known their intention to deposit the motion in question. This morning the Officers had the text. Usually in the international organizations it was the Officers who decided whether to include this or that point on the agenda. The Conference did not interfere to support or contest their decisions. Did delegates want to evade the discussion? So long as the motion was not discussed no African delegation would take part in the Conference.

Mme NOVOSEL (*Yugoslavia*) asked in the name of her delegation that the motion of the African delegates should be placed on the agenda.

Mr. FISCHER (*United States*) would like to emphasise the fact that this question as a whole did not come within the scope of the usual work of this Conference. Moreover the invitations to the Conference had been sent by a competent organization in which Unesco and the I.B.E. were represented, and this was in accordance with established procedure. Were those who had replied to this invitation now in a position to modify it? It was desirable that the Officers of the Conference should throw some light on the matter.

Mr. THOMAS (*France*) appealed to the African delegates to show a little understanding and not to threaten to leave the conference hall if they did not get immediate satisfaction, and to allow the discussion to proceed calmly. The question raised by the African delegates and the resulting resolution was: Were they or were they not within the competence of this Conference?

The French delegation had already asked this question yesterday afternoon, and still had no reply thereto. If, as the French delegation believed, the Conference had no power to modify its composition, the African motion should not be included in the agenda. The French delegation asked that the Chairman with, if he wished, the aid of the two inviting organizations, should throw some light on this vital question.

Mr. MACDIARMID (*Canada*) said, on behalf of his delegation, that the vote should be postponed.

Mr. GALLO MARTINEZ (*Mexico*) suggested that the decision as to whether or not the point should be placed on the agenda should be postponed in order to allow delegates to consult their governments, for the delegates to this Conference were, and always had been, educationists and not diplomats.

Mr. TENA ARTIGAS (*Spain*) felt that this motion raised a legal problem and said that it was the first time that this had happened in this Conference. Until now in the domain of education it had always been possible to express any opinion, philosophical or otherwise. Even the delegates of countries which had no diplomatic relations had always maintained cordial personal relations between themselves. The Conference owed it to itself to avoid discussing a political question however noble and justified it may appear, so that the discussion of the questions on the agenda can take place without hindrance. It was not within the scope of the Conference to deal with a political question; this should be entrusted to a legal committee which only Unesco had the right and competence to appoint.

Mr. KORNEITCHOUK (*Ukraine*) felt that the important question introduced by the African countries should not be postponed, in view of the fact that it had been announced yesterday. It should be put on the agenda of the present Plenary Meeting.

Mr. DE ALCAMBAR PEREIRA (*Portugal*) asked for the right to reply after the many observations made during the meeting on Monday afternoon. He thought that delegates had a right to have some explanations from him before being called upon to express an opinion. Portugal, like other members, had always been in the habit of respecting the high technical level and the cordial atmosphere of the Conference. He was astonished that certain delegations had come to the Conference with other intentions than those of discussing educational problems only. He hoped that the African countries, whose recent desire for unity had been given concrete form at the Addis Ababa conference, would not take advantage of the International Conference on Public Education, where they were newcomers, to call for



the exclusion of a member country which had taken part for a long time. He felt that it was not for the Conference to express an opinion about the agenda nor about the participation of a country, the regulations and the jurisprudence of the Conference made it clear that these matters must be dealt with by the joint Unesco-I.B.E. Committee. For this reason the Portuguese delegation felt that the resolution could not be put to the vote.

Mr. COUGHLAN (*Australia*) thought that point 6 of the resolution constituted the real question put by the African delegations. It was not for the Conference to pass judgement on this for it had no sovereignty in the matter, having been convened itself by Unesco and the I.B.E. The Conference could only take note of the contents of the resolution and must leave it to Unesco and the I.B.E. to deal with the question.

Mr. DELL' ORO MAINI (*Argentina*) thought it was difficult to limit the analysis of the problem to considerations of procedure only in order to decide whether it should be placed on the agenda. He felt that the word "exacting" which appeared at Point 6 of the resolution belittled the spirit of the Conference and was contrary to the principle of mutual respect between peoples. For this reason he could not accept the motion submitted. Moreover, he asserted that it was the regulations of the Conference which must govern in the matter. The motion, he said, had been a surprise because it had come so suddenly; delegates needed a chance to consult their governments. Further, the invitation to this Conference having been sent out in accordance with the normal rules it was not for the Conference itself to vote on the resolution.

Miss STUART (*Sierra Leone*) pointed out that the submission of this resolution had already been announced on the previous day. The African States felt that the intentions set out in the resolution, once voted, would make it possible for a better discussion on educational matters to take place.

Mr. EL-SAYED ROHA (*United Arab Republic*) said, on behalf of his delegation, that the resolution raised not solely a political question but that it touched also upon educational problems.

Mr. LUYIMBAZI ZAKE (*Uganda*) felt that the question could not be evaded by treating it as a legal problem. In fact there were two aspects of this question. Should they, or should they not, put the question on the agenda, and had the Conference the right to discuss political matters? The delegate felt that the agenda could be altered because the Conference had the right to make pronouncements on a human problem affecting education and which was not a legal matter.

The CHAIRMAN recalled that a specific question had been raised by the delegate of France. He proposed to consult with the Officers of the Conference in order to obtain advice on the problem.

*(The meeting was adjourned from 4.10 p.m. until 6 p.m.)*

On resumption, the CHAIRMAN said that, after discussion, the Officers of the Conference had decided by 4 votes to 3, with one abstention, against the inclusion in the agenda of the Resolution submitted by the African delegations.

The proposition of the Officers of the Conference, that the draft resolution submitted by the African delegations should not be included on the agenda of the Conference, was put to a roll call vote.

*Voted for the proposition:* Argentina, Australia, Belgium, Canada, Colombia, Denmark, Dominican Republic, El Salvador, France, German Federal Republic, Greece, Italy, Japan, Netherlands, Philippines, Portugal, Spain, Switzerland, Thailand, United Kingdom, United States.

*Voted against the proposition:* Algeria, Bulgaria, Byelorussia, Cameroon, Central African Republic, Chad, Congo (Leopoldville), Czechoslovakia, Dahomey, Hungary, India, Iraq, Israel, Ivory Coast, Jamaica, Kuwait, Lebanon, Liberia, Libya, Madagascar, Malaya (Federation of), Mali, Mauretania, Morocco, Niger, Nigeria, Poland, Rumania, Rwanda, Saudi Arabia, Sierra Leone, Somalia, Sudan, Syrian Arab Republic, Tunisia, Uganda, Ukraine, United Arab Republic, U.S.S.R., Yugoslavia,

*Abstained:* Austria, Bolivia, Cambodia, China (Republic of), Finland, Holy See, Iran, Ireland, Korea (Republic of), Laos, Mexico, Peru, Turkey, Uruguay, Venezuela, Vietnam.

*Absent:* Afghanistan, Congo (Brazzaville), Costa Rica, Cuba, Ecuador, Gabon, Ghana, Guatemala, Luxembourg, Monaco, Nicaragua, New Zealand, Pakistan, Senegal, Sweden, Togo, Upper Volta.

The proposition of the Officers of the Conference is rejected by 40 votes to 21, with 16 abstentions. Consequently, the draft resolution submitted by the African delegations is included in the agenda of the Conference.

*(The meeting rose at 6.25 p.m.)*

#### FOURTH PLENARY SESSION

*10 a.m. Wednesday, 3rd July 1963*

*Chairman: Mr. B. TUNCEL*

#### DRAFT RESOLUTION SUBMITTED BY AFRICAN STATES

The CHAIRMAN declared open the fourth Plenary Meeting and summed up the situation: at the third Plenary Meeting, it had been decided by 40 votes to 21 to add a new item to the agenda. However, the Conference had not taken up its position regarding the motion that had been submitted. As the Conference had no rules of procedure, the rules applied by other international bodies would be followed. He then asked one of the African delegations to submit the draft resolution.

Mr. NWACHUKU (*Nigeria*) introduced the draft resolution, which had been circulated, and read out the text of it. He recalled that, during the first Plenary Session, the African delegates had said that it was impossible for them to sit at the same conference table as the Portuguese delegation, in view of the resolutions adopted at the Conference of Addis Ababa. For that reason, the African delegates had hoped that some solution would have been found. In view of the fact that during the third Plenary Session, the general opinion of the delegations in regard to Portugal had been clearly shown, he expressed the hope that the draft resolution would be supported by all the delegates. It was not of a political nature and there was no question regarding the sincerity of the reasons which had prompted the African delegations. In submitting the motion, those delegations were entirely within the rules. What was essential was to protect the ethics of the teaching profession. That was why the XXVth International Conference on Public Education was warmly invited to adopt the draft resolution.

Mr. SINGARE (*Mali*), regretted that those responsible for the organization of this Conference did not attach the required degree of importance to the African delegations statement of July 1st. The painful debate which had ensued today could have been avoided. He emphasised that in the absence of the appropriate texts, every conference is empowered to lay down its rules of procedure. The Plenary Conference of the I.B.E. is perfectly capable of deciding to exclude Portugal from it.

The position of the African delegations is the logical sequel to the decisions taken at the Addis Ababa Conference, by the heads of African States, speaking for all Africa. It marked an irrevocable determination to have done with colonialism in that continent. The African delegations are concerned to see the delegations of those countries who have seized the opportune moment to liberate their colonies, now taking up a position on the side of Portugal against the Africans. They cannot either understand or accept the arguments put forward as regards the position taken up by these countries. Africa has come of age, and she will know how to draw the conclusions of what will happen in this assembly today. As for those delegations who have furnished their support to the representative of the African states, they can rest assured that Africa is grateful for their stand.

The fact that Portugal is not a member of Unesco is significant enough to show that this State is unable to fulfil any of its international obligations towards education, science and culture. Instead of inviting this country to the current meeting of the International Bureau of Education, Unesco through its Executive Council, should on the contrary dispute its membership of the I.B.E.

The delegate of Mali invited the Conference purely and simply to exclude Portugal from this meeting.

The CHAIRMAN opened the general discussion on the draft resolution.

Mr. DE ALCAMBAR PEREIRA (*Portugal*) recalled that the invitations to the Conference had been sent out by the joint Committee consisting of members of Unesco and of members of the I.B.E. and that it was therefore the only legal entity competent to decide on the draft resolution submitted



by the African delegations. Should the Conference decide otherwise, he would then make his own comments and those of his Government.

Mr. TAKI (*Mauretania*) said that, in view of the educational policy of Portugal, the Conference as a whole should decide, each delegate being in a position to do so, and entitled to express himself freely on the subject. He pointed out that the exclusion of Portugal would not be in any way final, and that when that country gave up its colonial policy, it would again be able to take its place in the Conference. He hoped that the delegation of Portugal would withdraw of its own accord.

Mr. DIALLO (*Nigeria*) pointed out that, in spite of the long existence of the I.B.E. and the Conferences, the African countries by reason of their recent acquisition of independence, have only been represented there for a short time, since up to now they had no freedom to choose their educational system; political movements had brought about their liberty and it was natural that political considerations should influence education. He was astonished that the Executive Council of Unesco, which had not invited the South African Republic to the Conference, had pronounced in favour of inviting Portugal, which, in any case, is not a member of Unesco. This decision seemed strange to the African delegations, who had founded such high hopes in Unesco for a more humanitarian world, and were in full accord with the recommendations voted as regards the rights of the child and non-discrimination in the field of education, when they could see that Portugal's policies in Africa upheld a regime contrary to the terms of the aforesaid recommendations. The African delegates, in depositing their resolution, had not omitted to state that they would like to see Portugal at their side again when a change of policy had taken place. The African states would have preferred a policy of persuasion on the part of the Conference organisers towards Portugal in order that she should retire calmly and with dignity. This would have avoided the difficult situation in which the Conference now found itself. Once again, they wished to stress that the representatives of Portugal should convey to their Governments that the hour of decolonisation had struck.

Mr. MARKOUCHEVITCH (*U.S.S.R.*) stated on behalf of his delegation that it had always made clear the great significance it attached to the work of the I.B.E. and that this activity deserved to be supported in the future. The delegation of the U.S.S.R. was convinced that the International Conference on Public Education cannot and should not limit itself to dealing with unimportant and purely professional questions. It included educationalists, professors, officials responsible for public education who had the highest qualifications. When it was a question of the after-effects of colonialism, when mention was made of a violation of human rights or against the right to education, Mr. Markouchevitch declared that such questions should not be set aside. They should be examined from the purely human, and not the legal side. It was not for the Conference to pronounce legal sentence but it was its highest duty and the responsibility of educationists to reprimand those who had shown a lack of comprehension of human rights thus carrying on the evil effects of colonialism. His delegation would vote in favour of the resolution submitted by the African delegations.

Mr. NAGI (*Qatar*) supported the resolution. He felt that the Conference should not lose sight of the fact that education was the principal factor in the progress of humanity. He thought the attitude of Portugal towards the Africans did not allow these latter to take part in a conference with Portugal. He invited the delegations to vote in favour of the resolution.

Mr. TETANG (*Cameroon*) thought that different political systems were matched by different scholastic systems. Politics influence cultural institutions which, without the support of their government, would certainly not have the necessary financial means. He felt that Unesco, in inviting the governments to take part in the Conference, had implicitly exercised a political choice and that it would be artificial to dissociate politics from culture under present circumstances. He questioned the value of education given in a colonialist context, which contradicted all the principles enunciated in the International Conferences on Public Education which had taken place since 1934.

Mr. BENT (*Jamaica*) quoted the example of brotherhood which exists in his country, where more than 80% of the population is of African blood. The situation is not the same between Portugal and Africa. The delegate felt that a country which denies human dignity should not have a seat at this Conference. He thought it was regrettable that the discussions on the agenda of the Conference had been interrupted but said that the countries who loved liberty owed it to themselves to waken the world conscience which was sometimes asleep, so as to make the world recognise the value of the International Conference on Public Education. He appealed to all the delegates to do something for all the children of the world and supported without reserve the resolution deposited by the African delegations, but implored them to not ruin the Conference by being unduly exigent.

Mr. GAFFUD (*Philippines*) felt that education should defend the physical, spiritual, racial and political rights of all mankind and that it constituted the common denominator of the success of international understanding. He thought the situation in which the XXVIth International Conference on Public Education was placed called for the attention of everybody concerned and appealed to Unesco so that men could live in justice and in peace.

Mrs. NOVOSEL (*Yugoslavia*) expressed the warm feelings of the whole Yugoslav people and teachers for the African countries which were struggling to gain human rights and the right to education, which had formerly been reserved for the white race. As an example, she mentioned the history of the Yugoslav people who had always fought for freedom and whose principles were fully in harmony with the recommendations of the United Nations and, particularly, with the most recent Unesco Resolution against discrimination in education, which was morally binding on everyone. She considered that the action taken by the African countries was inevitable and entirely justified, and in conformity with the policies and traditions of her country she fully supported the appeal launched by the

African countries. The Yugoslav delegation wished that the constructive cooperation with the I.B.E. and with Unesco should continue. It was to be hoped that the Conference would find a way out of the distressing situation which had arisen, owing to the presence of a country which maintained an official discrimination policy.

Mr. FARAH (*Syrian Arab Republic*) considered that education represented human emancipation and expressed the wish that the Conference would bring out that liberating quality. In view of the attitude of Portugal, his delegation unreservedly supported the draft resolution submitted by the African countries.

Mr. DOBOSIEWICZ (*Poland*) expressed solidarity with the African countries whose draft resolution he supported. In his opinion, a country which violated the Rights of the Child was not worthy to work with other delegations in the present assembly. He hoped that the time would soon come when Portugal could again take its place at the Conference.

Mr. McCULLOCH (*Australia*) said that he had been very interested by the statement of the delegate of Mali who had suggested that the Conference was able to formulate its own rules of procedure. Nevertheless, he wondered whether there was not some rule already in existence which would govern participation in the Conference convened by Unesco. Would it not be possible to have some directives on that matter?

Mr. FISCHER (*United States*) affirmed the complete support of his delegation as regards the opinion expressed by the African delegations concerning the vital importance of the Rights of Man. For this reason, he had been most surprised at the comments of the Nigerian delegation when submitting the draft resolution of the African countries. These comments threw doubt on the stand taken by the United States as regards the Rights of Man. Anyone who was familiar with the current activities of the United States in the world could have no doubt of the sympathy of his country towards the content of that resolution. The Declaration of Independence affirmed that all men were equal and that their Creator had given them inalienable rights. When, later on, these principles had been incorporated in the United States' Constitution, the right of all men to the protection of the law had been added. That last point explained why the United States delegate was grieved to note the tendency in the meeting to set aside all legal considerations. To insist upon a proper respect for law in no way denied human values, since these could only be ensured and protected by respect for law. If there were very few legal provisions, it was because hitherto there had been little or no dispute. The United States delegation did not wish to align itself with Portugal, but it would like to take the rules into account. If these required amendment, this would be done in a right and proper manner. For that reason, the United States delegate supported the point raised by Australia regarding the possible existence of rules which must not, in any event, be trodden under foot.

Mr. BELLAHSENE (*Algeria*) said that he could not dissociate himself from a fundamental problem which concerned all countries because all



were faced with the need to make a choice. No seemingly legal argument could be put forward with regard to human dignity. Education was concerned with the respect for human values, the dignity of man, which meant all men, and of the child, that was to say, of all children. Consequently, the representatives of a country whose educational philosophy was based on violence and discrimination could not be admitted to the Conference.

The Algerian delegation, which understood the price of freedom and which knew that education could only be provided in freedom, appealed to men of good will to ensure that the right to education for all should triumph.

Mr. MACDIARMID (*Canada*) explained that, although his country was not a Member of the International Bureau of Education, he had been invited to the Conference in whose work delegates from all corners of the world were taking part. Among those delegates, some were of a different culture, religion, or held different political opinions, but all were friends who had met together in order to find the means for improving the lot of humanity and of granting to every one the right to education. They must try to forget the differences which might exist because the counsel of all was needed for the achievement of the aims that had been set by the Conference. That was not in any way an appeal on behalf of Portugal but a wish expressed that a compromise might be found which would allow the spirit of cooperation to triumph. He would welcome it if a method of procedure could be drawn up before the next Session.

Mr. THOMAS (*France*), said that the African motion aroused conflicting sentiments in the French delegation. Firstly, France could not but give its warmest support to certain of the principles enunciated in the motion, as well as to oral statements by members of the African delegations, such as respect for the Rights of Man, equality of opportunity in education, the right of peoples to work out their own lives. France had herself undertaken decolonisation; it viewed independence for African countries with favour.

But the motion submitted by the African delegations demanded the exclusion of the delegation of a State regularly invited by the relevant intergovernmental organizations. It would not therefore be possible for the French delegation to vote for the motion in its present form, which could only have undesirable effects. If the motion were defeated, and the African delegations were to withdraw from the Conference, this would be disastrous for the work of the Conference. But, on the other hand, if the motion were carried, this would result in a situation no less serious, this abuse of power having the gravest consequences on future Conferences, which would lose their unique character of free and frank discussion which they had had for 25 years. Last year, on the occasion of the 25th anniversary the representatives of all parts of the globe celebrated the spirit of tolerance and mutual respect which are always present at these Conferences and which have allowed them to accomplish an essential task on a world-wide scale. A vote on the motion would provoke a split between delegations for the first time, and would imperil the work of the Conferences and the International Bureau of Education.

This is why the French delegation hopes that another solution will be found and that the Conference should not find itself in the position of having to divide on the subject of so dangerous a text.

Mr. NOWOTNY (*Austria*) said that he could only endorse unreservedly the excellent statement of the delegate of France. He would merely stress that his country's delegation, known for its efforts to promote mutual understanding and tolerance among the peoples, would be very happy if a compromise solution could be forthcoming. His delegation could not subscribe to the method of procedure tried out on the previous day in an atmosphere which had never been suitable to the Conference. Moreover, his delegation was not competent to discuss political questions and could only contribute to the discussion of educational matters.

Mr. DELL' ORO MAINI (*Argentina*), on behalf of his delegation, entirely supported the two statements which had just been made and he considered that the question should be resolved in accordance with the current practice of the Conference. He regretted that the arguments, on the basis of which the Officers of the Conference had decided to recommend to the Conference that the motion should not be included on the agenda, were not known before the vote took place. It was evident that the present Conference, taking into account its composition and its objectives, had a technical mandate, specialized, of an educational character and one which allowed no deviation into contrary definitions. A debate of a political nature, even if based on arguments relative to the principles of education, was beyond the competence of this assembly.

For this reason the problem should be resolved not in any empirical manner, but in conformity with the due procedure of the Conference. The absence of any such procedure did not mean that the Conference's work was carried on without any legal basis. Such a norm existed and it had been explained by the Director-General of Unesco, Mr. René Maheu, at the meeting of the Officers of the Conference and it was this which constituted the basis for the decision of the Officers of the Conference.

That is why it is so regrettable that the Conference, before the vote took place, was unaware of this argument, which is still valid, despite the result of the vote. The inclusion of the motion on the agenda does not imply, after having considered the juridical aspect, that the Conference has the power to exclude a member. The speaker would like to recall that the composition of the Conference is the result of invitations jointly sent out by Unesco and the I.B.E., not acting as organs of some higher authority, but acting on their own initiative and their own responsibility. Delegates are guests; they have the right to refuse the invitation, but not to modify an act, which directly or indirectly, lies outside their power. The inviting organizations base themselves on the principle that was established during the last general Conference of Unesco in 1962, which expressly considered the different types of meetings convened by Unesco. This Conference, not being convened entirely by Unesco, is governed by its own rules, and in default of any such rules, by general principles established by Unesco. These state that this Conference, on its own, cannot modify its composition. The speaker hopes that the representative of Unesco will confirm these ideas in unfolding the views of his Director-General. Even supposing the

Conference had the right to exclude a member, there are no rules which lay down how this is to be done, how the charge is to be framed, the right of defence and the sanctions to be exacted etc.

Moreover, the wording of the text of the African delegations' motion is not in conformity with the usual procedure at the Conference. The latter could not adopt this conceived as it is in its present terms.

The Argentine delegation, while expressing sympathy with the aspirations for independence of African peoples, wishes to safeguard respect for the law. It does not vote for or against any particular State. It is in favour of respect for the rules of procedure currently in force. Educators have a duty to give an example of respect for the law.

The speaker asked the African delegations, in view of the complexity of the matter, to find a solution which would not compromise the Conference's work, the success of which was so closely linked to the development of all nations.

Mrs. KHALIL ISMAIL (*Iraq*) supported the resolution of the African delegations.

Mr. CHAVANNE (*Switzerland*) basing himself on the experience of his own country, recalled that respect for legal forms was of capital importance for countries which need all their energy in order to assert their newly acquired independence. The absence of precise legal rules made it impossible to settle the problem raised to-day without violating written or customary legal rules. In consequence the outcome would not have the exemplary value which a large number of delegations would like it to have.

Mr. EL MACHRAFI (*Morocco*) said that the resolution proposed by the African delegation raised no question of legal procedure, but that it constituted a philosophical question. He pointed out that the responsibility of the Conference in the present case was very important for the years to come and he asked the Chairman of the Conference to exercise his authority to persuade the Portuguese delegation to leave the Conference.

Mr. NADEJDE (*Rumania*) recalled that yesterday two-thirds of the delegations had supported the resolution of the African delegations. He also supported the resolution.

Mr. EL-SAYED ROHA (*United Arab Republic*) supported the resolution proposed by the African delegations and assured them that they would have the help of his delegation in putting its contents into effect.

Mr. BAKIR (*Tunisia*) said it would be regrettable to accept legal reasons for avoiding a vital and human problem. He stressed the fact that the meeting was composed essentially of educationalists and not of politicians and owed it to itself to support the side of liberty. He affirmed that, in the absence of jurisdiction, the Conference should decide, in view of the urgency of the problem. Finally, he fully supported the resolution of the African delegations.

(*The meeting rose at 1.0 p.m.*)



## FIFTH PLENARY SESSION

3.15 p.m. Wednesday 3rd July, 1963

### DRAFT RESOLUTION SUBMITTED BY AFRICAN STATES

Chairman: Mr. B. TUNCEL

Mr. TCHERNEV (*Bulgaria*) supported the draft resolution which is in conformity with the Universal Declaration of Human Rights and the Declaration of the Rights of the Child as well as with the Convention adopted by the 11th General Conference of Unesco.

Mr. SUNDARAM (*India*) said that his delegation supported without reservation the principles constituting the Act of Unesco and, therefore, the point of view expressed by the African delegations in their draft resolution.

Mr. KRISTEK (*Czechoslovakia*) said that the delegation of the People's Socialist Republic of Czechoslovakia endeavoured, wherever this was possible, to maintain collaboration between peoples. In consequence he fully supported the resolution of the African countries. The Czechoslovak delegation would vote in favour of the resolution submitted, in order to contribute to the creation of the best conditions for such collaboration between countries desirous of peace and liberty.

Mr. ALLCOCK (*United Kingdom*) said that his delegation fully supported the declaration made by the delegates of Australia, Canada and the United States. He called for more complete information to be supplied on this fundamental problem. He said the Officers of the Conference had not yet supplied the elucidations which would make it possible for the Conference to know whether it was competent in the matter. The United Kingdom would vote against the resolution submitted, but this would be a procedural vote and would not prejudice the basic problem. He certainly understood the feelings of the African delegations and believed them to be sincere. On behalf of the United Kingdom delegation he thanked his African colleagues for the courtesy and the dignity shown by them in presenting their resolution.

Mr. LUYIMBAZI ZAKE (*Uganda*) thought that the African delegations could not have acted otherwise than they had done and that, in doing so, they had not had recourse to threats. The delegates were moreover all agreed on the basic problem. It was, in his opinion, the fact that the absence of rules had been invoked in order to evade the question which had put the Conference in danger. He stressed that to him the question was far more important than regulations, it was a matter of universal principles. If the problem had not been discussed by reason of its legal aspect, that would encourage Portugal in her present practices. And if the law were inadequate, the law must be changed, because a humanitarian problem was involved. The Conference must therefore decide what to do with the resolution, which was supported by the delegation of Uganda.

Mr. NGUYEN-QUANG-TRINH (*Viet-Nam*) expressed sympathy with his African colleagues. He was sorry that the attitude they had taken up was of such a nature as to create an unfortunate precedent. He addressed the African delegates, asking them to collaborate in the search for a compromise solution. The delegation of Viet-Nam would accept a new form of words and asked the Portuguese educators to report to their Government that the Conference desired to see the last African territories liberated, and education open to all without racial or religious discrimination.

Mr. BENCEDY (*Hungary*) said his country fully agreed with the African delegations' resolution as regards the development of education in liberty and in respect for human dignity.

Mr. LUKUSA (*Congo, Leopoldville*) said how much he admired the eloquence of the French delegate. He pointed out, however, that the situation in Angola was not a matter of opinion, but based on facts and these facts must be opposed. He was sorry that the Portuguese delegation had had to listen to all this public censure, when the Officers of the Conference could have suggested that it should leave the meeting. He hoped that after the massive vote in favour of the motion they would not begin going into legal and technical niceties.

The CHAIRMAN declared closed the general debate on the resolution presented by the African States. As it concerned a state invited jointly by Unesco and the I.B.E., this country had the right to ask for the floor in the last instance in order to reply to certain questions or to certain allegations which had been made.

Mr. DE ALCAMBAR PEREIRA (*Portugal*) said he had heard many gratuitous and false statements. His country had been accused of racial segregation although it had always granted in its overseas provinces the same opportunities for everybody, white or black, Portuguese of any origin, who collaborated in the administration of the country and who had access to all the professions. He did not deny the good faith of certain delegates. However, he doubted whether, if certain among them had been to the Portuguese overseas provinces, they would have said such things. Angola, Mozambique and Portuguese Guinea were not surrounded by a wall of shame, nor of fear; these countries were open to all. He mentioned the case of recent accusations made by the African countries against Portugal about so-called forced labour and bad sanitary conditions which were supposed to exist in Angola. Enquiries carried out on the spot by the International Labour Organization and the World Health Organization had proved the contrary. Their reports, which were available to all, were proof of this. As regards the question of education, an I.B.E. enquiry made on the spot would very probably confirm the fact that the education given in the African territories was one of the best on the Continent. He felt that the resolution could not be put to the Conference in its present form and hoped that a solution would be found in order to put an end to this delicate problem which faced the Conference.

The CHAIRMAN recalled that some questions of an essentially legal nature had been raised by the delegations of Australia, United States,

France, Canada, Mali and the Argentine Republic, namely as to whether the Conference had the right to exclude a State which had been invited. He was obliged to revert to the explanation given by the representative of the Director General of Unesco, Mr. Guiton, Head of the Department of Education, recalling that it had rightly been said that, if the rule existed, it should be consulted. He would, moreover, also ask for the opinion of Mr. Piaget, Director of the International Bureau of Education.

Mr. GUIRON (*Unesco*) recalled that on the previous day the Director-General of Unesco had transmitted to the Officers of the Conference some information of a legal nature with reference to the situation which had arisen, and had done so after prior consultation with his Legal Adviser.

On the matter of knowing whether a meeting of an inter-governmental character, that is to say, made up of governmental delegates as was the present meeting, was competent to modify its composition, it was not possible to give a definite reply. Some people held the view that any meeting of that kind had supreme authority, others considered that such a meeting was not itself empowered to take decisions regarding the participation of Governments. The precedents were themselves contradictory. International jurisprudence could not therefore be invoked concerning one interpretation or the other.

The General Assembly of Unesco, at its twelfth session, had thought it necessary to clarify the classification of meetings convened by Unesco. It had divided them up into several categories of meetings, *inter alia*, the category of inter-governmental meetings which, not being international conferences of governments in the proper meaning of the term, were nevertheless of a representative character and could be "*sui generis*". That was certainly the case concerning the present Conference, the matter of the inviting body or bodies being temporarily left aside.

The rule was that an inter-governmental meeting convened only by Unesco could not change its composition as that was established in advance by the Executive Council of Unesco empowered for that purpose by the General Assembly of Unesco and responsible to it.

That rule governed in principle only meetings convened solely by Unesco. However, the General Assembly had foreseen that there might be meetings of an inter-governmental nature "whose composition, terms of reference and method of convening were contained in legal texts outside Unesco, and whose organization devolved to a certain extent on the Unesco Secretariat". That was the case concerning the present Conference. It had been agreed that, for meetings corresponding to that description, "the principle of Unesco [regarding its own meetings] should be applied in regard to all points not covered by the said texts". The points which were the subject of the resolution placed before the meeting were not, to his knowledge, regulated by legal texts outside Unesco since the Conference had no internal regulations of its own.

Clearly the texts that had just been quoted expressed the will of the General Assembly and, in the circumstances, it was evident that the General Assembly would charge the Secretariat to endeavour to apply the Unesco rule. The Director-General of Unesco had carried out that duty on the previous day by his explanations to the Officers of the Conference, and now to the Conference itself through the intermediary of his representative.



Finally, Mr. Guiton quoted the decision taken by the Executive Council of Unesco, at its sixty-fourth session, after it had examined the list of governments which the Unesco-I.B.E. Joint Committee proposed to invite to the XXVIth Conference on Public Education, namely: "the proposal to exclude Portugal from the list of governments not members of Unesco to be invited to the Conference has been rejected". That decision had been adopted by 14 votes to 7, with 4 abstentions.

Mr. PIAGET (*I.B.E.*) pointed out that it was the duty of the Unesco/I.B.E. Joint Committee to consider, among other things, the problem of the International Conference on Public Education in particular. The Executive Committee of the I.B.E. delegated three of its members to this committee, as did the Executive Council of Unesco. The I.B.E. Executive Committee gave all powers to these three members in so far as the drawing-up of the list of invitations, jointly with their Unesco colleagues, was concerned. Once the Joint Committee had discussed it, the problem did not come back to the Executive Committee of the I.B.E., in whose interests it was to invite as many countries as possible. The aim of the Conference being to study problems of education, it was felt that it was in the interests of all the countries in which schools existed to follow the debates. If the list of invitations drawn up by the Unesco/I.B.E. Joint Committee did not come back to the I.B.E. it did go back to the Executive Council of Unesco, which made its opinion known. That was how invitations to the Conference were arranged.

If no regulations existed for the Conference, it had a tradition of twenty-five years' work without any problems arising and in consequence without the possibility of exclusion ever having been raised. Finally, the Statutes of the I.B.E. did not provide for the possibility of excluding a member country either. The problem had always been to get as many members as possible and not to exclude any.

The CHAIRMAN announced that the situation was clear. According to the texts read, the Conference could not itself modify its composition but a draft resolution had been introduced on the agenda of the Conference because the meeting so desired. He proposed to consider each paragraph of this draft resolution.

Mr. SINGARE (*Mali*) said that the problem was not nearly as simple as the Chairman had made it appear in his earlier statement. Following the explanations of the Director-General of Unesco and of the Director of the International Bureau of Education, it appeared that the Conference did not have any regulations. Lacking such regulations, it was wished to apply the regulations drawn up by Unesco for that type of conference. However, so far as he knew, the Conference was not a Unesco body. Unesco cooperated with the I.B.E. in organizing the Conference, and in other matters, the Conference had taken decisions which, in point of fact, constituted jurisprudence. Every conference, every international meeting should have its own regulations or establish its own jurisprudence. Earlier that morning they had heard that the question of the admittance of the People's Republic of China had been raised several times in that very conference room and as often had been rejected by the Conference. Why

now when the expulsion of Portugal was mentioned did the Conference consider that it did not have the right? In his opinion, the Conference was fully empowered to take a decision, namely to modify its composition. Why had the Executive Council of Unesco thought fit not to invite the Republic of South Africa but to invite Portugal? The reasons for creating such a situation were the very ones which should induce the Executive Council not to take a decision regarding the invitation to Portugal. No legal argument could stand in the way of the admissibility of a resolution nor could it prevent the Conference from assuming full and complete responsibility.

Mr. PIAGET (*I.B.E.*) repeated that the Conference had no internal regulations. But the twenty-five years of tradition behind it could be considered an as acquired right. He wished to point out that the Conference had never refused to invite the People's Republic of China. On the contrary, the I.B.E. had acted several times to transmit to the Joint Commission the wishes of the delegates regarding the participation in the Conference of that country. It was the Executive Council of Unesco which had not thought fit to give its agreement.

The CHAIRMAN said that he was not qualified to speak on behalf of the Executive Council of Unesco on why that Council had decided not to invite certain countries. But, as he was a member of that Council, he explained that the decision had been taken in accordance with the relevant resolutions approved by the United Nations. The assembled delegations certainly knew the United Nations point of view concerning the Republic of South Africa and Portugal. Finally, he would point out that the invitation had been extended to Portugal before the Addis Ababa meeting had taken place.

Mr. CALÒ (*Italy*) reaffirmed to the African delegations that no one was questioning in any way the loftiness of the rights and aspirations for which they were calling. He was, however, concerned, as were other delegations, about the legality of the work of the Conference in order to ensure that its structure and future activities were not finally compromised. The information given by the representative of the Director-General of Unesco was quite clear. The Conference had no legal regulations of its own, but a Unesco regulation laid down that, in the event of a joint meeting convened by Unesco and another organization, in the absence of a specific regulation, then the legal procedure established by Unesco was the one to be adopted. Since Unesco and the I.B.E. were jointly responsible for convening the Conference, the Conference should respect those rules. Once more, Italy fully supported the African States, their rights and their ideals, but his delegation urgently appealed to them not to reject a solution which might be the taking of a vote on a statement of moral significance which would not have the anti-legal nature of an exclusion.

Mr. NWACHUKU (*Nigeria*) stressed two points. All the matters relating to legal competence had been discussed before even the draft resolution had been submitted. There was nothing more to do than to put the resolution to the vote. After the vote, the Chairman could take the

legal aspects into consideration and decide whether or not the Conference was competent to exclude a country. If the Conference supported the resolution, that would not automatically mean that the composition of the delegations would be changed. There was no rule which made it possible to know who was or was not qualified to take part in the Conference. It would merely mean that the African States refused to sit at the same conference table as Portugal. If Portugal remained there, the African States would leave.

Mr. MARKOUCHEVITCH (*U.S.S.R.*) said he had listened carefully to the information given by Mr. Guiton and which Mr Maheu, Director-General of Unesco, had explained yesterday. He regretted that this information had not been communicated to them this morning before the discussion. Mr. Guiton's statement amounted to saying that if the Conference could be placed in a certain category of conferences it could follow this or that set of Unesco rules. While he appreciated collaborating with Unesco he felt that this organization could not be considered as a governing organ but as an important and useful instrument in the hands of the states represented. For this reason, after having thanked Mr. Guiton for his information, Mr. Markouchevitch proposed to proceed to a vote by roll-call.

Mr. ALLCOCK (*United Kingdom*) said that after having listened to the information given by Mr. Guiton it was his duty to vote against the resolution. He pointed out that any vote on the basic proposal would be without actual significance and would not bind a delegation, which would consider it as null and void.

Mr. TAKI (*Mauretania*) said he was not in favour of the procedure which would mean discussing the resolution point by point. The resolution as a whole was centred on a precise point, namely that the African delegations could not sit in the Conference with Portugal. He would like to see the Portuguese delegation asked to retire. He asked the representative of the Director-General of Unesco to explain the legal references which had influenced the Joint Committee when it had decided not to invite the Republic of South Africa or the Chinese People's Republic, whereas Portugal had been invited.

Mr. NWACHUKU (*Nigeria*) wanted to raise a point of order. The resolution must be passed as a whole, it all centred on point 6, it was therefore impossible to vote on each point separately. He hoped that this remark would be taken into consideration and supported by a large number of delegations.

The CHAIRMAN said that the legal adviser of Unesco, when consulted, had not stated whether such a motion was acceptable or not.

Mr. THOMAS (*France*) asked the Chairman if it was his intention to proceed at once to the vote. He recalled that several delegations had suggested the submission of an amended text, thus bringing disparate viewpoints closer together. He therefore suggested a way out which would consist in setting up a drafting committee which could find some common ground.



Messrs. CALÒ (*Italy*), DELL' ORO MAINI (*Argentina*), KHANLARI (*Iran*), CHAVANNE (*Switzerland*) and NGUYEN-QUANG-TRINH (*Viet-Nam*) supported the proposal made by Mr. THOMAS (*France*).

The CHAIRMAN suggested adjourning the meeting in order to allow for the possible setting up of a small committee whose task it would be to study the question of a new text.

*(The meeting was suspended from 7.0 to 7.30 p.m.)*

After the resumption, the CHAIRMAN announced that the Officers of the Conference regretted that they had been unable to find a solution. Since it was so late and in view of the reception given by the authorities of the host country, the Officers of the Conference had decided that the plenary meeting be suspended and meet again at 9.30 a.m. to-morrow. Between now and then, the Officers of the Conference would endeavour to find a solution.

*(The meeting rose at 7.35 p.m.)*

## SIXTH PLENARY SESSION

*10 a.m. Thursday, 4th July 1963*

*Chairman: Mr. B. TUNCEL*

### DRAFT RESOLUTION SUBMITTED BY AFRICAN STATES

The CHAIRMAN opened the meeting and announced that before putting the resolution to the vote he would give the floor to the representatives of Unesco, to the Director of the I.B.E., and to the delegate of the host country, Chairman of the Executive Committee of the I.B.E.

Since the fifth Plenary meeting the Officers of the Conference had met twice in an attempt to find a compromise solution, but their efforts had been in vain. The Officers therefore felt that the Conference should have the responsibility of expressing its opinion on the draft which had been submitted to it.

Mr. BAKIR (*Tunisia*) recalled what had happened and declared that he could not understand why fresh legal consultations had been asked for nor why a new procedure was suggested. He would wait for the Conference to vote.

The CHAIRMAN pointed out to the representative of Tunisia that the procedure had not been changed and gave the floor to Mr. Guiton, representative of Unesco. Mr. Guiton read the statement addressed to the Conference by Mr. Maheu, Director-General of Unesco, the text of which follows:—

"1. The draft resolution submitted by the African delegations requires threefold examination from the points of view of the facts to which it refers, of the principles which inspire it and of its conformity with the legal rules applicable.

2. As for the first point, this text makes a judgment on the policies, in its African territories, of a State represented at the Conference. The Secretariat of Unesco has no comment to make on this aspect, for the reason that this State—Portugal—is not a member of Unesco, and that its policies have not required any stand to be taken by organs competent in the matter, except for comments of a technical character on the situation of education in the territories in question, from information supplied to the Secretariat.

3. As regards the principles invoked, Unesco's position, on the other hand, is clear and well-known to everyone. Whether it concerns the respect for and promoting of the Rights of Man, especially as regards the right to education; whether it concerns the condemnation of colonialism; assistance to countries, especially African, who have acquired independence recently, to liquidate the remnants of colonial regimes; to overcome the difficulties inherent in decolonisation; or moral or technical assistance to peoples still living in colonial or semi-colonial conditions—on all these points the doctrines of Unesco, reaffirmed by the General Conference and the Executive Council in their resolutions, is unequivocal and its actions in such matters clearly evident. The Director-General associates himself, whole-heartedly and without reserve, with the principles invoked in the preamble to the motion.

4. As regards the legal point, whether the Conference can proceed to vote the exclusion of a delegation, properly invited by the competent organs of the I.B.E. and Unesco (in the case of the latter, the Executive Council), the Director-General and his representative have already explained, in unofficial consultations with the delegations, as well as in official consultations with the Officers of the Conference and the Conference itself, why they were obliged to reply in the negative.

In effect, in the absence of any such statutory regulation in the rules of the Conference on Public Education—which the Director-General deplores and which he proposes to emend as soon as possible—the Secretariat of Unesco is bound by the resolutions voted by the General Conference at its last meeting concerning the organization of Conferences in which it participates, to implement the rules governing Conferences convened and organized entirely by Unesco. These state that such Conferences are not empowered to modify their composition, as established by invitation decided on by the competent organs of Unesco.

5. In view of the importance of the ethical and legal principles in question, the Director-General hopes sincerely that a text conforming to the views of all those concerned can be presented to the Conference. Neither he nor his representatives, acting in close cooperation with their colleagues in the I.B.E., have spared themselves in their efforts to help

the Chairman of the Conference in this matter. The Director-General sincerely regrets that all efforts have been in vain.

6. In these circumstances, after having addressed to all delegations—he repeats, all delegations—a new, final and pressing appeal so that the spirit and the letter of the Conference, which has made it a model of tolerance and brotherly cooperation in the sacred causes of the Rights of Man, may be preserved, the Director-General cannot but leave the Conference with the responsibility, which is serious.

The Secretariat of Unesco remains, in any event, at the service of the Conference. But the Director-General has the duty of declaring, before the vote takes place, that, in the case of the adoption of the draft resolution in question, the participation of the Secretariat in the work of the Conference is not to be interpreted as acceptance of any decision which might constitute a precedent for Unesco itself.

The Director-General expressly reserves the right to maintain an open position as regards the Organization in this respect”.

Mr. PIAGET (*Director of the I.B.E.*) read a declaration, the text of which follows :—

“The draft resolution on which the Conference is called upon to vote has two aspects, as shown below : 1. The condemnation of colonialism, a point on which the whole Conference is agreed ; 2. A proposal to exclude a member of the Conference.

On this last point Mr. Piaget wishes to stress :

- (a) that the Officers of the Conference has declared that this draft is inadmissible ;
- (b) that Mr. Maheu, Director-General of Unesco, through Mr. Guiton, has made reservations on behalf of Unesco ;
- (c) that he desires solemnly to declare on behalf of the I.B.E., that he considers the exclusion of Portugal as invalid from the point of view of the customary practices of the I.B.E. and of the Conference.

These reservations are made in particular in case the question should be raised before an international judicial body, but also in order to avoid any possibility of the decision taken to-day being regarded as a precedent in future. Consequently, the Conference assumes full responsibility for this final decision and I address a last solemn appeal in the hope that all delegations will fully realise the seriousness of the matter.”

Mr. CHAVANNE (*Switzerland*) announced that Switzerland in its capacity as host country to the Conference and to the I.B.E. earnestly urged all the delegates to listen to the dictates of their consciences. It was a matter of knowing whether the law as it had been elucidated by the Director-General of Unesco, was capable of standing up to the attempt which threatened it. Tomorrow, if the law was not respected, chaos would reign with all its consequences, not to mention the paralysis which would take hold of other meetings, other conferences.



Switzerland, conscious of the legitimate aspirations of the whole African continent towards independence and liberty, was nevertheless of the opinion that if they were to fulfil the important tasks laid upon them with a view to improving living conditions throughout the world, the international institutions must concentrate their attention on the study of the problems which they were called upon to solve and not allow themselves to enter into disputes, into ways which would hamper their activity. There were places in which such discussions were appropriate and competent organs to deal with them at all times. The I.B.E. has rendered and will continue to render signal services to all countries, without distinction as to continent, religion, political structure, in absolute tolerance. The vote which followed could profoundly modify the conditions in which the Bureau worked and call into question, if not its existence, at least its efficiency. As I said yesterday, negation of the law is, on a short-term view, always prejudicial to a community of States such as ours. Let us hope that this prophecy is not proved right.

The CHAIRMAN wanted to emphasize to a conference which had opened so worthily a few days ago, the gravity and the possible consequences of the decision it was about to take. The future of an institution which up to now had contributed so usefully towards progress in education throughout the world was at stake. He could only appeal to the Conference's foresight, its spirit of understanding and of impartiality.

Mr. NWACHUKU (*Nigeria*) desired to raise a point of order. He said that the fact that the I.B.E. had been founded twenty-five years ago did not mean that they should support a wrong cause and uphold Portugal. Nothing in the resolution submitted by the African delegations affected the future of the I.B.E. It was not a question of transgressing a law because no such law existed. As for his point of order, properly so-called, he was surprised that the speech of his colleague from Mali had not appeared in the Minutes of yesterday morning's meeting.

The CHAIRMAN said he would put to the vote the resolution submitted by the African delegations, it being understood that no explanation in public of the vote would be allowed.

Mr. DE ALCAMBAR PEREIRA (*Portugal*) would like to know whether it was a question of a two-thirds majority or a simple majority.

The CHAIRMAN replied that it was a question of a simple majority and put the whole resolution submitted by the African delegations to the vote, the text of which is as follows:

The African delegations present at the 26th International Conference on Public Education, opened in Geneva on the 1st July, 1963:

(1) Considering that the development of education is essential for peace and the moral and material progress of humanity,

(2) Considering that I.B.E. and Unesco exist to promote and foster respect for human values in education,

(3) Considering that the 20th Century has witnessed the Universal Declaration of Human Rights and the Declaration of the Rights of the Child,

(4) Considering that education is essential for the liberation of the human spirit,

(5) Considering furthermore that the attitude of Portugal, which permanently maintains, under a régime of subjection, ignorance and destruction, African populations athirst for culture and dignity, is in flagrant contradiction with the principles herein enunciated,

(6) Hereby demand, in the name of humanity, the exclusion from this Conference of the representatives of Portugal, the presence of whom in this honourable assembly constitutes an offence against the rights of man and of the child and the sacred principles of education,

(7) State hereby that it is impossible for the African States, and obviously difficult for all countries that have respect for human dignity, to continue participation in this Conference as long as Portugal participates thereof,

(8) Cherish the hope that in due course a humanised Portugal will once more take her place at the side of genuine educators with a heightened sense of the status of man.

The result of the roll call vote on this resolution was as follows :

*Voted for the resolution:-* Algeria, Bulgaria, Byelorussia, Cameroon, Central African Republic, Chad, Congo (Leopoldville), Czechoslovakia, Dahomey, Guinea, Hungary, India, Iraq, Israel, Ivory Coast, Kuwait, Lebanon, Liberia, Libya, Mali, Mauretania, Morocco, Niger, Nigeria, Poland, Rumania, Rwanda, Saudi Arabia, Senegal, Sierra Leone, Somalia, Sudan, Syrian Arab Republic, Togo, Tunisia, Ukraine, United Arab Republic, Upper Volta, U.S.S.R., Yugoslavia.

*Voted against the resolution:-* Argentina, Australia, Austria, Belgium, Canada, Colombia, Denmark, El Salvador, France, German Federal Republic, Greece, Iran, Italy, Japan, Mexico, Netherlands, Portugal, Spain, Switzerland, Thailand, Turkey, United Kingdom, United States.

*Abstained from voting:-* Afghanistan, Bolivia, Cambodia, China (Republic of), Costa Rica, Finland, Holy See, Ireland, Jamaica, Korea (Republic of), Laos, Malaya (Federation of), Philippines, Sweden, Uruguay, Venezuela, Viet-Nam.

*Absent:-* Congo (Brazzaville), Cuba, Dominican Republic, Ecuador, Gabon, Ghana, Guatemala, Luxembourg, Madagascar, Monaco, Nicaragua, New Zealand, Pakistan, Panama, Peru, Uganda,

The draft resolution was thus adopted by 40 votes to 23 with 17 abstentions.

*(The meeting rose at 11.10 a.m.)*

## SEVENTH PLENARY SESSION

3.0 p.m. Friday, 5 July 1963

Chairman: Mr. M. COULON

### REPORT FROM UNITED STATES

Mr. FISCHER (*United States*) answered questions of general interest from Mr. THOMAS (*France*), Mr. CALO (*Italy*), Mr. PAPAConstantinou (*Greece*), Mr. TENA ARTIGAS (*Spain*), Mr. SHMUELI (*Israel*), M. Chih-peng YIN (*Republic of China*), M. DERIVIERE (*Belgium*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. PITOV (*Ukraine*), Mr. FARAH (*Syrian Arab Republic*), Mrs. RADINOVA (*Bulgaria*) and Mr. F. A. DUROSINMI-ETTI (*Nigeria*).

He will be happy to answer any questions which have not been attended to during the meeting.

Programmes specially designed for talented children exist in many schools; they sometimes begin at primary school level, or may be introduced at secondary level. In some programmes pupils study the same subjects as other pupils, but more intensively; in others, they progress at an accelerated pace, completing the regular primary or secondary work in five rather than six years. Some secondary curricula for advanced pupils require the normal time but offer some subjects at college level, thus enabling the students to enter college at a higher level.

Guidance services of a specialized type are provided in nearly all institutions of higher education although there is great variety in their nature and quality. Each student usually receives, also, counselling from a professor who is designated as his advisor. This advice is most often concerned with academic matters, but may at times deal with personal problems.

In most states primary teachers are required to complete a four-year course beyond the secondary level, including both general education and professional training. This course leads to the B.A. or B.Sc. degree. In some states teachers with less training are accepted but usually only on a temporary basis and while completing their full course.

Entrance and final examinations are given in some colleges and universities but not under any programme of the national government. The entrance examinations are usually administered by the College Entrance Examination Board, a voluntary association of higher education institutions. Final examinations are given by individual institutions themselves. Final examinations usually deal with specific subjects; entrance examinations, with both subjects and general aptitude. Many colleges use no entrance tests, but accept the records of secondary school performance.

In the field of programmed instruction many experiments are under way, and this form of instruction is being used in a tentative way in hundreds of schools and colleges. Some excellent programmes have been developed; the results are promising; but it is still too early to reach



firm judgments about the specific uses of programmed materials and the various devices by which they may be presented.

#### REPORT FROM FINLAND

Mr. OITTINEN (*Finland*) answered questions of general interest from Mr. DJAMALZADEH (*Iran*), Mr. EL MACHRAFI (*Morocco*), Mr. ABDUL HAMID KAHN (*Federation of Malaya*), Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. BENNOUR (*Tunisia*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. PAPRENICA (*Yugoslavia*), Mr. DJASGARAL (*Chad*), Mr. NADEJDE (*Rumania*), Mr. KING (*Liberia*), Mr. ARCHIBONG (*Nigeria*), Mr. MAJAUULT (*France*), Mr. BELLAHSENE (*Algeria*), Mr. DERIVIERE (*Belgium*) and Mr. PAREL (*Switzerland*).

In the Finnish school system, the 5th and 6th classes of the primary school and the 2-3 year civic school on the one hand, and the 5-year lower secondary school on the other hand, are parallel schools. Some 40% of children passing four years in the primary school proceed to the lower secondary school, selected in a special entrance examination, while the remaining 60% stay in the primary school for 2 years and continue their studies in the civic school for at least two years.

The civic school is a new, more independent school, which provides both theoretical and practical courses, permitting the children themselves to choose the type of course they will follow. This school includes an optional third year with similar continuation courses.

The only difference between municipal lower secondary schools and others at the same level is the fact that the former are entirely free.

Private schools offer the same education as State secondary schools. They are controlled and to a great extent financed by the State. They have the same requirements and the same remuneration for teachers. They belong to private lay societies and were founded only with a pedagogical aim.

The plan for reform being studied in Finland seeks to unify the three types of parallel schools into a single one, comprising different divisions and offering numerous possibilities to their pupils.

Periods of effective attendance in school which are inserted in the secondary correspondence course are specifically intended to help the pupils through direct and more personal contact with the teacher. Secondary level correspondence courses are free for pupils in outlying areas, but they have to pay their travelling and living costs during the 2-3 week periods of attendance in school. Students are young people from agricultural and forest areas.

#### REPORT FROM IRELAND

Mr. O. Suilleabhain answered questions of general interest from Mr. MAJAUULT (*France*), Mr. EL MACHRAFI (*Morocco*), Mr. ABDUL HAMID KHAN (*Malaya*), Mr. GAUTHY (*Belgium*), Mr. FARAH (*Syria*), Mr. BAPOYO (*Central African Republic*), Mr. ALDRIDGE (*United Kingdom*), Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. BARTANA (*Israel*), and Mr. DUROSINMI-ETTI (*Nigeria*).

As regards the reform introduced this year, the Ministry is about to carry out an experiment in parts of the country where there is no possibility of private schools being set up; the state is thus opening comprehensive schools in which there will be education of various kinds to cater for different types of aptitudes. After three years the pupils will make a choice.

In Ireland there are many teachers holding University degrees and the course in teacher training colleges is such as to enable teachers leaving them to continue with their study in order that they may obtain university degrees. As regards the teaching of science subjects, it should be noted that the teachers take special university courses in order to keep themselves up to date.

Text books are being revised. Twelve-month courses are provided for teachers of mentally handicapped children. There are two types of primary school, one of which is in the charge of members of religious orders who usually enjoy greater freedom of transfer from school to school than that of ordinary teachers at the other type of school, but these latter have greater advantages in respect of pensions and retiring allowance.

As far as school enrolments are concerned, the Education Commission has recommended that in large schools classes contain not more than 40 pupils and in small schools classes from 20-25 only. Teaching of Irish is given by the direct method and based on other modern procedures employed in other countries. As regards further training courses, they are provided during the summer in two ways, either by the state which assumes all the financial responsibility as far as the conductors of the courses are concerned, or by voluntary groups who receive no state grant (as neither do the teachers who take the courses). The subjects included are geography, psychology, art, etc.

#### REPORT FROM THE REPUBLIC OF CHINA

Mr. KUO (*Republic of China*) replied to a question put by Mr. CHARDON (*France*).

The difference between the number of primary teachers (48,795) is that of the classes at the same educational level (39,712) and is explained by the fact that certain of these teachers are responsible for such things as supervisory and administrative duties etc. which cannot be considered as teaching properly so-called.

#### REPORT FROM JAPAN

Mr. SAWADA (*Japan*) replied in writing to questions put to him by Mrs. NOVOSEL (*Yugoslavia*), Mr. AIMANOV (*U.S.S.R.*), Mr. GARCIA HOZ (*Spain*), Mr. CHARDON (*France*), Mr. LO GATTO (*Italy*), Mrs. COLEMAN (*United States*), Mr. GAUTHY (*Belgium*), Mr. NADEJDE (*Rumania*), Mr. DUROSINMI-ETTI (*Nigeria*), Mr. KEKEH (*Togo*), Mr. BELARBI (*Morocco*) and NGUYEN-VAN-BUONG (*Viet-Nam*).

#### REPORT FROM LEBANON

Mr. STETIE (*Lebanon*) replied to questions of general interest put to him by Messrs. EL MALCHRAFI (*Morocco*), BOULANGER (*Canada*),

BELLAHSENE (*Algeria*), SAIF-ELDIN NAGM-ELDIN (*Qatar*), CHARDON (*France*), BENNOUR (*Tunisia*), NGUYEN-VAN-BUONG (*Viet-Nam*), AIMANOV (*U.S.S.R.*), FARAH (*Syrian Arab Republic*), and Mr. NADEJDE (*Rumania*).

He will reply in writing to the question put to him by Mrs. KHALIL ISMAIL (*Iraq*).

Teaching in Lebanon has always been bilingual. After leaving the kindergarten, Lebanese children learn French or English as well as their mother tongue. This is the more necessary since higher grade teaching is given in the universities in Beirut (French, American, Lebanese and Arab). The draft educational reform takes this fact into account and prepares children in the first primary classes to use a foreign language. This use of foreign languages is particularly indispensable in scientific and technical education because the Arab vocabulary does not yet contain equivalents for the scientific terms needed.

Lebanon being one of the countries with a high level of scholarisation, the draft plan provides, in the first place, for the training of teachers for primary and secondary schools. Plans are scheduled for: (1) increase in the number of training centres; (2) creation, in co-operation with Unesco, and generalisation of centres for further training of teachers in service; (3) the setting up of pedagogical museums; (4) publication of a pedagogical monthly review distributed free of charge to teachers and specialised institutions throughout the world; (5) granting of scholarships for pedagogical specialization abroad.

Primary teaching is completed by a certificate of primary studies while further education leads to an elementary certificate.

The ordinary training colleges provide primary teachers, and the higher training colleges provide teachers for secondary education. Girls are also admitted to the primary and secondary training colleges. It can be said that one-third of the student-teachers are women.

The candidates for the technical schools are selected in the first place by experts who put them through the usual tests.

A centre of further training for teachers in service has been set up in co-operation with Unicef, Unesco and the Lebanese Government.

A draft "Pedagogical Code" is now being studied. It will incorporate the results of experiments, advice about teaching etc.

#### REPORT FROM LIBERIA

Mr. ELLIOTT (*Liberia*) replied to questions of a general nature put to him by Mr. BENNOUR (*Tunisia*), Mr. KHALIPOV (*Byelorussian S.S.R.*), Miss STUART (*Sierra Leone*), Mr. SANGARE (*Mali*). He will reply in writing to a question put to him by Mr. BELLAHSENE (*Algeria*).

Inspection problems are receiving special attention in view of the inadequate staff. Recourse has been had to additional supervisors from Secondary and Elementary divisions in the Ministry of Education in addition to some of the staff supplied by the United States technical assistance service (San Francisco Monrovia Consolidated School System) with their Liberian counterparts.

The training of teachers involves a thorough general culture and a four-year course. Due to the shortage of teachers an emergency solution was found by setting up schools providing a two/three-year course of



accelerated training. Some university professors pursue their studies at Cornell University in the United States.

An enquiry is being conducted at the University of Liberia in regard to the Vai language (written and spoken African language) which could in the next two or three years, become the current language but not to replace English.

#### REPORT FROM THE FEDERAL REPUBLIC OF GERMANY

Mr. NOTHARD (*Federal Republic of Germany*) answered questions of general interest from Mr. CAMPILLO (*Spain*), Mr. EGGER (*Switzerland*), Mr. FARAH (*Syrian Arab Republic*), Mr. POLIDORI (*Italy*), Mr. FISCHER (*United States*), Mr. CHARDON (*France*), Mr. MUNCK-HANSEN (*Denmark*), Mr. ZEMAN (*Czechoslovakia*) and Mr. ERTEM (*Turkey*).

Special courses for the training of teachers of handicapped children are at the present time offered only at the Heidelberg higher school of pedagogy and in some institutions of Bad Wurtemberg. It is hoped to introduce such courses in other colleges during the next few years.

So-called complementary courses (*Aufbaustufe*) include a special curriculum in mathematics and German. An additional foreign language (English or French) has been included for the most gifted pupils, instruction in which is more practical than literary. The new scheme permits these children to gain a more thorough knowledge of certain subjects.

The reforms introduced in the curricula of the higher cycle of secondary education tend to develop in the pupils both judgment and critical sense towards the subject matter, and to make them study certain subjects of the curriculum on their own. These changes will become widespread in the *Länder*.

The new law passed in 1962 on private schools provides for important subsidies for schools which follow the same lines as public institutions. Private schools differ generally in their methods of work or in the choice of subjects included in the curriculum. For the most part they are denominational schools.

*(The meeting rose at 6.0 p.m.)*

#### EIGHTH PLENARY SESSION

*9.30 a.m. Saturday 6 July, 1963*

*Chairman: Mr. B. TUNCEL*

#### REPORT FROM POLAND

Mr. DOBOSIEWICZ (*Poland*) answered questions of general interest from Mr. EL MACHRAFI (*Morocco*), Mr. KHALIPOV (*Byelorussia*), Mrs. NOVOSEL (*Yugoslavia*) and Mr. KRISTEK (*Czechoslovakia*). He would reply in writing to questions from Miss GABBARD (*United States*), Mr. BENCEDY (*Hungary*), Mr. BELLAHSENE (*Algeria*), Mr. DERIVIERE (*Belgium*) and Mr. EGGER (*Switzerland*).

The measure which aims at including all children aged 6 years in pre-school education is part of the generalization plan for primary education and its extension to 8 years.

The principles of compulsory schooling in Poland are different from those contained in other school legislations. All pupils are obliged to finish the seventh grade of primary schooling, whether they are 14 or older (the law makes schooling compulsory until the age of 16). If they have not finished their seventh year by the age of 16, they continue their primary studies at the school for adults. By 1970, it is expected that compulsory school attendance will be extended up to 10 or 11 years. The Polish educational reform continues to improve the training of students for productive work, and should bring about a better training of teachers, as well as their further training.

The agricultural training schools are open from October to April and, from the 7th primary grade, they train young workers for work in the country. The elementary agricultural training schools already comprise several specialized courses. There are also some boarding schools for agricultural training and some specialized technical colleges for agriculture.

The patriotic action taken when celebrating the Millenium of the Polish State has already accomplished, with the social funds voted for that purpose, the construction of several hundred schools out of the thousand contemplated.

#### REPORT FROM SPAIN

Mr. TENA ARTIGAS (*Spain*) answered questions of general interest from Mr. CALO (*Italy*), Mrs. COLEMAN (*United States of America*), Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. CHARDON (*France*), Mr. MACDIARMID (*Canada*), Mr. BURUNDARENA (*Argentina*), Mr. LUKUSA (*Congo, Leopoldville*), Mr. SHU (*Cameroon*), Mr. KHALIQ (*Pakistan*), Mr. WONGSAYUNHA (*Thailand*), Mr. BELLAHSENE (*Algeria*), Mr. EL MACHRAFI (*Morocco*), Mr. DIENG (*Ivory Coast*), Mrs. ISMAIL (*Iraq*), Mr. ERTEM (*Turkey*) and Mr. MUTAWA (*Kuwait*). He would reply in writing to the question from Mr. HERNANDEZ (*Venezuela*).

In order to overcome the shortage of secondary school teachers, the following measures are foreseen: a reduction in the length of university studies and an increase in the salaries for that category of teachers. In accordance with a new law, the number of schools for engineers and architects will be increased; but the shortage of higher grade technicians is currently being strongly felt.

A first experiment in teaching by the use of broadcasting for baccalaureate subjects has been carried out; the results are not yet known. It is also expected that courses by television will be given both for overcoming illiteracy which still prevails in some regions and for providing some teaching at university level.

The shift system is used in the primary grades in order to leave the school premises available for teachers and the parents of students for private courses. Moreover, lodging facilities for teachers are free and compulsory. The Government plans for school building are expected, in their second stage, to provide for the restoration of 9,000 class-rooms and for the building of 14,000 new ones. Two thousand class-rooms for

handicapped children are to be built. Plans for school building can be regional but, in such cases, they are submitted to the Government services for approval.

There are some boarding schools for primary school children, which are intended to make school attendance easier in isolated areas. In order to encourage the recruitment of primary school teachers, measures have been taken to improve their personal status and their salaries.

#### REPORT FROM HUNGARY

Mr. BENCEDY (*Hungary*) answered questions of general interest from Mr. TCHERNEV (*Bulgaria*), Mrs. COLEMAN (*United States*), Mr. MAJAULT (*France*), Miss GABLETSA (*Greece*), Mr. ABU-YOUSSEF (*Qatar*), Mr. POLIDORI (*Italy*), Mr. SHMUELI (*Israel*), Mr. EL MACHRAFI (*Morocco*), Mr. DUROSINMI (*Nigeria*), Mr. IAMSAKUN (*Thailand*), Mrs. NOVOSEL (*Yugoslavia*), Mr. BORCA (*Rumania*) and Mr. ZISKA (*Czechoslovakia*). He would reply in writing to questions from Mr. ALDRIDGE (*United Kingdom*), Mr. HERMANDEZ (*Venezuela*) and Mr. PAREL (*Switzerland*).

Complementary schools were set up as an emergency solution when there was no ten year compulsory education. The object of these schools was to keep young people occupied when they did not continue their studies after leaving the primary schools. The schools give vocational and agricultural training for three hours twice a week. They will eventually be transformed into schools of apprenticeship.

The intensive development of industry has necessitated the creation of new secondary vocational schools. This is a new type of school; they provide teaching leading either to the acquisition of a baccalaureate or of a qualified craftsman's certificate. The course lasts for four years and follows on the general primary schools.

Special experimental classes were created in the first place to develop the teaching of modern languages and then the maintenance and programming of electronic machines. To-day these classes have become regular sections reserved for less gifted pupils.

The administrative staff of the schools has a different status from that of the teaching staff.

In the secondary schools two foreign languages are taught, Russian and either English or French, German or Italian, Spanish or Latin. The pupils have formed study circles in order to practice conversation in these languages.

The educational development plan has set itself two objectives: (1) the development of a fully-trained human being; (2) the development of a normal standard of physical, spiritual, moral and aesthetic behaviour; (3) the definition of the proper studies leading to the attainment of these ends; (4) help for the teaching staff with a view to realising this plan.

The pupils follow courses by correspondence and must give account every month, then every term, of the results of their work.

The Ministry for Cultural Affairs organises competitions every year for the majority of subjects in secondary education. The ten first pupils on the list in this competition are allowed access to the university without passing an examination.



## REPORT FROM ISRAEL

Mr. SHMUELI (*Israel*) replied to questions put to him by Messrs. EGGER (*Switzerland*), ALDRIDGE (*United Kingdom*), ERTEM (*Turkey*), McCULLOCH (*Australia*), PAPAConstantinou (*Greece*), Mrs. RADINOVA (*Bulgaria*), Messrs. SHU (*Cameroon*), BATEMAN (*Canada*), GARCIA Hoz (*Spain*), Miss GABBARD (*United States*), Mr. KHANLARI (*Iran*). He will reply in writing to questions put to him by Messrs. GARCIA Hoz (*Spain*), MAJAUULT (*France*), MOSES (*Nigeria*), O SUILLEABHAIN (*Ireland*), Mrs. NOVOSEL (*Yugoslavia*), Miss STUART (*Sierra Leone*) and Mr. PHONEKEO (*Laos*).

The teaching of Arabs is not separate at the secondary and university levels. Mixed education is given especially in the agricultural schools which are the special concern of the Arab communities.

Three year teaching in the teacher training colleges will be introduced in order to facilitate the recruitment of pupils, who generally prefer to take higher studies.

The system of inspection branch by branch has come to an end in favour of a unified inspection system. A general inspector for all the subjects works in co-operation with various specialists.

The creation of vocational schools with four-year courses, combining the lower secondary school system with the vocational school system, is provided for. In view of the very low level of mathematical knowledge, great importance is given to the teaching of mathematics: special courses, publication of booklets etc. A special system was introduced last year in classes 3 and 4.

For children who require special attention a system of private lessons and special courses, outside the usual school curriculum, has been set up.

It has been decided that for children who come from families at a low cultural level the school day shall be prolonged (8.0 a.m. to 5.0 p.m.). The teacher stays after school and takes his meals with the pupils. These teachers receive supplementary pay and a special training.

Future heads of youth movements receive psychological training over two summer courses.

## REPORT FROM LAOS

Mr. PHONEKEO (*Laos*) answered questions of general interest from Mr. GARCIA Hoz (*Spain*), Mr. PITOV (*Ukrainian S.S.R.*), Mr. NGUYEN-VAN-BUONG (*Viet-Nam*), Mr. WONGSAYUNHA (*Thailand*), Mrs. MAZZELLA DE BEVILACQUA (*Uruguay*) and Mr. EGGER (*Switzerland*).

At present Laos has only one higher secondary training school, set up in 1957, which trains about 100 teachers each year. In order to remedy the shortage of teachers, three provincial accelerated training centres have been established, which will train 100 to 120 teachers for primary education at the junior stage only.

The educational reform, which was implicit in the Karachi plan, aims at replacing teaching methods which have hitherto been too academic by a more lively, more useful and more practical teaching which will help those benefiting from it to become better integrated into their community, whether in a village or otherwise, and to contribute to its development. Rural primary education is based mainly on the project method.

The French language is taught along with Laotian from the fourth primary grade, namely from the beginning of the second stage of primary schooling. Laotian pupils are taught to use that foreign language as their normal language during secondary education, while awaiting reform of secondary education on a national basis.

In order to remedy the lack of village schools, recourse has been had to a new measure adopted in November 1962 which aims at establishing 1,500 rural centres for community education. At present there are 500 of them. Those responsible for providing education in such centres, are the village people who know how to read and write and the Buddhist priests, these being supplied with food by the villagers while their temples provide lodging. This temporary method of waging the struggle against illiteracy has the advantage of not being expensive.

A rural affairs department, in cooperation with the Direction of Primary Education, is engaged in furthering the building of school premises. It provides the material which is lacking to the village people who are all encouraged to take part in the building work. That department has no relations with the international centre for school building established in Lausanne, but close cooperation therewith is envisaged.

#### REPORT FROM FRANCE

Mr. THOMAS and Mr. MAJAUULT (*France*) answered questions of general interest from Mr. CALÒ (*Italy*), Mr. SHMUELI (*Israel*), Mr. SAWADA (*Japan*), Mr. MUTAWA (*Kuwait*), Mr. GARCIA Hoz (*Spain*), Mr. CHIH-PENG YIN (*Rep. of China*), Mr. MBIDA (*Cameroon*), Mr. MACDIARMID (*Canada*), Miss GABLETSA (*Greece*), Mr. BENCEDY (*Hungary*), Mr. FARAH (*Syrian Arab Republic*) and Mr. BORCA (*Rumania*).

They would reply in writing to questions put by Mr. EGGER (*Switzerland*), Mr. EL MACHRAFI (*Morocco*), Mr. CAMPILLO (*Spain*), Mr. DJASGARAL (*Chad*), Mr. BAKIR (*Tunisia*), Mr. NDAW (*Senegal*), Mr. GARCIA Hoz (*Spain*), Mr. KEKEH (*Togo*), Mr. PAREL (*Switzerland*), Mr. HERNANDEZ (*Venezuela*), Mrs. MAZZELLA DE BEVILACQUA (*Uruguay*), Mr. BORCA (*Rumania*), Mr. GAUTHY (*Belgium*), Mr. GILET (*Rwanda*), Mr. MBIDA (*Cameroon*), Mr. BELLAHSENE (*Algeria*), Mr. TCHERNEV (*Bulgaria*), Mr. TULIP (*United Kingdom*) and Mr. SITASUWANA (*Thailand*).

The very large number of candidates for the baccalaureate constitutes the reason for the reform of this examination, which is now passed at a single sitting at the end of the terminal classes. However, the first eliminating examination, which forms part of the baccalaureate has been maintained. Many people in France are in favour of abolishing the baccalaureate. Great importance is now attached to the school record which registers all the observations made by the teachers on each pupil.

The recent prolongation of compulsory schooling — from 14 to 16 years — will take effect in the year 1967. The present educational reform is largely centred on the idea of giving educational and vocational guidance. The school committees which have followed the child throughout his primary studies are called upon, at the end of these studies, to give their opinion on the possible capacity of the child to pursue secondary studies. When access to a secondary school does not appear to be a good solution the child is directed towards the terminal classes, the organisation of which will soon be dealt with in new decrees. This teaching will be of a

practical nature and a preparation for usefulness to society. If, after one or two years spent in the terminal or transitional classes, the child shows such promise that he could rejoin the secondary classes, this transition can be made and can even be facilitated by the creation of polyvalent colleges in which classical, modern technical and terminal studies will be taught in the same establishment.

From the point of view of school administration, France is divided into academic districts having at their head a "rector of academy" who is chairman of the university council and has responsibilities for primary and secondary education. The decentralisation which is being carried out at present will lay upon the rector of the academy the responsibility for the large number of decisions which, up to now, have been taken by the Ministry of National Education.

The first year medical studies are taken together with basic scientific teaching and medical studies properly so-called. After the second year the teaching is at the same time theoretical and practical. For this reason, in every university a number of university hospital centres has been set up. These make it possible for theoretical and practical studies to be combined.

In order to deal with the lack of teachers, especially in the scientific and technical disciplines, various measures have been considered: increasing the number of places awarded as a result of competitions, increasing the number of scholarships and vacancies in universities and institutions preparing students to become teachers of secondary education, recruitment of teachers for literary and scientific classes in the first cycle of secondary education; recruitment of contractual teachers (persons who are not connected with public education, retired officials and people belonging to other professions). The problem is all the more acute in that France sends more than 30,000 public education officials to countries where there is a shortage of educational staff.

Different methods are employed as regards teacher recruitment. There is the "agrégation" examination, those passing going partly to higher education or into scientific research; the C.A.P.E.S. (certificate of aptitude for teaching on secondary level) and the C.A.P.E.T. (certificate of aptitude for teaching technical subjects).

Extended teaching on the secondary level necessitates the use of some qualified teachers who have however not passed the C.A.P.E.S. Finally, a competitive recruitment examination for the teaching corps in general secondary schools (shortened course) has been set up.

The prolongation of the present teaching cycle from two to four years is under consideration. In order to facilitate this, the programme for the fourth and third classes, which differed according to whether the pupil was taking the short course or the long, modern or technical one, has been combined, especially for the teaching of modern languages and scientific subjects.

Two experiments are now taking place as regards the teaching of mathematics by radio and television. For each lesson of this kind, twenty minutes are given up to teaching properly so-called, the rest of the time being spent in exercises to be done under the direction of the teacher of the class. Further experiments will be tried soon as regards the teaching of modern languages.

*(The meeting rose at 12.30 p.m.)*



## NINTH PLENARY SESSION

3.0 p.m. Saturday, 6th July 1963

Chairman: Mr. EL MACHRAFI

### REPORT FROM KUWAIT

Mr. MUTAWA (*Kuwait*) answered questions of a general nature from Mr. BAROUM (*Saudi Arabia*), Mr. AIMANOV (*U.S.S.R.*), Mr. DEIFALLA (*Sudan*) and Mr. MOSES (*Nigeria*).

The teacher training school accepts students who have completed eight years of schooling (four years of the primary school course and four years of the secondary school course). They are chosen on the basis of interviews and an examination. The course takes four years at the end of which the students are qualified to teach in primary schools. The best teachers may receive permission to give lessons to the first class at middle schools.

As from last year, the basic salary of a primary teacher has been 85 dinars to which must be added a lodging allowance.

A special committee has been given the task of revising the science syllabuses. Before introduction of any change the inspectors discuss the matter with the science teachers. The results of the special committee's work are submitted to the inspector concerned.

The petrol industry has a dominating influence on the whole of Kuwait's structural organization and affects also the schools. This year a geology course was introduced in secondary schools for the first time. The length of schooling has been increased; visits to refineries and petroleum wells are arranged in order to interest the pupils in this industry.

As Kuwait is one of the countries which have the greatest number of cars in comparison with the population, the problem of road safety is a vital one. With the assistance of the state police the schools have arranged for courses to be given in road safety. Two lessons are given a week and include theory, practical exercises, the showing of films, etc. Statistics show that many children's lives have been saved since the organization of these courses.

### REPORT FROM GREECE

Mr. PAPACONSTANTINOU (*Greece*) answered questions of general interest from Mr. MAJAUULT (*France*), Mr. KOUNSAKY (*Cambodia*), Mr. BENCEDY (*Hungary*), Mr. BELARBI (*Morocco*), Mr. FARAH (*Syrian Arab Republic*), Mr. DEIFALLA (*Sudan*), Mr. ERTEM (*Turkey*), Mr. TRUONG-VAN-CHOM (*Vietnam*), and Mr. BELLAHSENE (*Algeria*). He will give written answers to Mr. DJASGARAL (*Chad*) and to Miss STUART (*Sierra Leone*).

The organ entrusted by the Ministry of National Education with the publication and distribution of textbooks is a non-profit association. This explains the very low cost of textbooks, which are even given free of charge to pupils without sufficient financial means.

Foreign languages are not taught in the primary school; French and English are offered in the secondary school. There are also higher schools of modern languages.

Knowledge of a vocational character is imparted from the third year of school onwards. Teachers are trained in vocational guidance in higher schools. As for courses in civics, they are offered in primary and secondary schools.

The new institution responsible for school buildings is financed by governmental funds.

It is up to the class teacher to inform the pupils and guide them toward one of eight different higher secondary courses. The rural course is the most recent; it is not yet possible to evaluate this course and its results so far.

Efforts to help retarded pupils as well as those suffering from behavioural troubles are still at the experimental stage. They will be broadened and extended in due course.

The new curricula introduced in the school system aim at adapting primary and secondary education to the needs of the pupil as well as to the economic and social needs of the country.

Night schools for illiterates have made it possible to reduce their number to 17% of the population at the present time. An adult education centre has just been set up in Athens to study new methods in this field. A French expert has collaborated on this study for the past five years; a publication is forthcoming and will be made available in many languages by Unesco.

#### REPORT FROM THE SYRIAN ARAB REPUBLIC

Mr. FARAH (*Syrian Arab Republic*) replied to questions of general interest put to him by Mr. BENNOUR (*Tunisia*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. EGGER (*Switzerland*), Mr. DIE (*Mauretania*), Mr. BELARBI (*Morocco*), Mr. ABOU YOUSSEF (*Qatar*), Mr. CHARDON (*France*), and Mr. GARCIA ELORRIO (*Argentina*). He will reply in writing to questions put by Miss LAVALETTE (*Algeria*) and Mr. BAPOYO (*Central African Republic*).

After independence the structure of education was reformed. As an experiment, films are being used in primary schools. These are chosen by the service responsible for primary education in cooperation with the Ministry of Culture.

In the Syrian Arab Republic the shortage of primary school teachers is due as much to the increase in the number of children in the schools as to the lack of teachers, since there are not enough teacher training colleges. The fact that, as from a certain age, the working hours of the teachers have been reduced is due to the desire not to require from them more work than they are physically capable of doing.

In the teacher training colleges there are three groups with a common study programme, except for about eight hours per week during which each group studies its own speciality; either music, or more advanced general education than in the other groups, or agricultural teaching.

The services responsible for health in the schools are specialised and are attached to the Ministry of Public Education.

Intermediate education corresponds to the first cycle of secondary education.

Finally, an organisation responsible for planning education has been set up this year; it includes, among others, a representative of primary education, a representative of secondary education and an inspector whose responsibility it is to draw up reports on the situation.

#### REPORT FROM RUMANIA

Mr. NADEJDE and Mr. BORCA (*Rumania*) replied to questions of general interest from Mr. BELLAHSENE (*Algeria*), Mr. BAPOYO (*Central African Republic*), Mr. CHARDON (*France*), Mrs. RADINOVA (*Bulgaria*), Miss GABBARD (*United States*) and Mr. BENCEDY (*Hungary*). He would reply in writing to questions from Mr. BELARBI (*Morocco*), Mr. KING (*Liberia*), Mr. MOSES (*Nigeria*), Mr. EGGER (*Switzerland*), Mr. ZEMAN (*Czechoslovakia*) and Mr. GARCIA ELORRIO (*Argentina*).

The experiment of entrusting to specialized teachers the teaching in their particular subject has been followed throughout the school year for the first four years of school attendance in some schools. It can already be confirmed that for the third and fourth grade results are promising. They are more problematical regarding the first two grades, where discipline suffers. If the experiment is finally accepted, and as the professors' weekly timetable is of 18 hours whereas that for primary teachers is 24-26 hours, it will be necessary to provide for more teachers.

Teaching in the evening or where attendance is not compulsory is mainly intended for adults who are occupied during the day and who wish to complete their studies. Evening classes are given in the schools. Where attendance is not compulsory, there is permanent liaison between the school and its pupils.

The day spent once a week by students in the intermediate schools visiting factories is for the purpose of making known to students who do not want to continue with university studies (or have not passed the entrance examination) the opportunities offered to them in life once they have left school and to facilitate vocational training.

Teachers in higher education who have reached retirement age can continue to practise their profession as "adviser-teachers"; their task is to advise the young teachers or to take part in scientific activities in the universities. Such activities are voluntary and are not subject to any age limit. They receive special allowances in addition to pension, and may cease working when they wish.

The vocational training of teachers in the universities includes instruction in teaching methods and a practical stage in a school. In addition, during the summer holidays, the future teacher must spend a period in a holiday camp in order to get acquainted with extra-curricula problems.

Instruction on agricultural matters has been introduced into the schools, and two hours of theoretical teaching and three hours of practical work are given, varying according to the grades and the seasons of the year, spread over three years. Agricultural vocational training schools have been discontinued, except with regard to the study of agricultural machinery. In their place, 3-year agricultural winter courses have been set up.



## REPORT FROM THE UNITED KINGDOM

Mr. ALLCOCK (*England and Wales*), Mr. ALDRIDGE (*Scotland*) and Mr. TULIP (*Northern Ireland*) replied to questions of general interest put to them by Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. WONGSAYUNHA (*Thailand*), Mr. BAKIR (*Tunisia*), Mrs. MAZZELA DE BEVILACQUA (*Uruguay*) and Mr. EGGER (*Switzerland*). They will reply in writing to questions put by Mr. DEIFALLA (*Sudan*), Mr. ZISKA (*Czechoslovakia*), Mr. DUROSINMI (*Nigeria*), Mr. BELARBI (*Morocco*), Mr. KING (*Liberia*), Mr. BENCEDY (*Hungary*), Mr. PODESTA (*Uruguay*), Miss STUART (*Sierra Leone*), Mr. THOMAS (*France*), Mr. CAMPILLO (*Spain*), and Mr. ERTEM (*Turkey*).

National Productivity Year was inaugurated by the British Productivity Council in November 1962 to draw the attention of industrialists and business circles to the need for increasing productivity and decreasing prices. Commercial and technical colleges are asked to take part in this special endeavour at the local and regional level, by making known to managements, workers and the general public the facilities they can offer in training and research. This activity takes the form of exhibitions, lectures etc., and it is still too soon to judge the results of this Year which has not yet come to an end.

Universities which obtain government aid on the recommendation of the University Grants Committee are entirely free to use these funds as they think best, universities being quite free from State control.

The increasing demand for admission to universities has had unfortunate consequences at the end of secondary studies. The academic level has been set so high by the universities in certain specialised branches that it cannot be attained except at the cost of the pupils' general culture.

The further training of teachers in service is not, as elsewhere, formally organised. It takes place in various ways generally in holiday courses lasting two or three weeks, organized by the Ministry, by universities and by the local education authorities. They are entirely voluntary. These courses do not normally lead to additional qualifications or increases in salary but only to professional satisfaction. This year selected teachers have followed a course in Russian organised on a voluntary basis. In Northern Ireland teachers can obtain a year's leave for further training and are given a grant which corresponds roughly to their salary while in service.

In Scotland "approved" schools for boys and girls who have committed an offence or are in moral danger must give their pupils education generally similar to that given to pupils of the same ability in ordinary primary or secondary schools. The management of these schools must find suitable employment for the children when they leave and is responsible for them for three years after they leave school.

## REPORT FROM SWEDEN

Mr. HENRICSON (*Sweden*) replied to questions of general interest from Mr. BELLAHSENE (*Algeria*), Mr. COUGHLAN (*Australia*), Mr. GARCIA Hoz (*Spain*), Mr. BOUYAIN (*Upper Volta*), Mr. MUNCK-HANSEN (*Denmark*),

Mr. BELARBI (*Morocco*), Mr. KING (*Liberia*), and Mr. ZISKA (*Czechoslovakia*). He would reply in writing to questions from Mr. BENCEDY (*Hungary*), Mr. KORNEITCHOUK (*Ukraine*), Mr. DECKER (*Sierra Leone*), Mrs. MAZZELLA DE BEVILACQUA (*Uruguay*) and Mr. BENNOUR (*Tunisia*).

Special teaching for mentally defective or otherwise handicapped children is given alongside normal education. Children are directed into this special education on advice of the teachers, school director, nurse and school psychologist who have examined them.

The National Board of Education has a section for educational research and for coordination of that research. Swedish Universities and Teacher Training Colleges undertake research in this field.

There are few teachers who have not received specialized training.

On the other hand, some teachers are sometimes required to teach a subject other than the one they usually teach, in order to remedy the shortage of teaching staff.

The new comprehensive school is divided into three departments of which the first corresponds to the former primary school and the third, comprising the last three years, to lower secondary education. The nine grades are normally grouped in the same school building. The first six grades have no differentiation whatsoever. During the seventh and eighth grades, a certain amount of lessons are optional. In the ninth grade there is no differentiation. In Swedish school law it is laid down that the decision upon each child's choice of subjects during the last three years at comprehensive schools is up to the children and their parents. Therefore, in every school there is at least one specially trained teacher, a vocational guidance teacher, who can provide information for both children and parents.

As the five-day week has not been generally adopted throughout Sweden, the school authorities have started experiments to introduce the five-day week also in some schools. It is stated by the National Board of Education that the numbers of hours for teaching should remain the same. Even if the experiments are not fulfilled, the experience of this measure so far is good.

*(The meeting rose at 5.25 p.m.)*

## TENTH PLENARY SESSION

*3 p.m. Monday 8th July, 1963*

*Chairman: Mr. C. NADEJDE*

## REPORT FROM SWITZERLAND

Mr. EGGER (*Switzerland*) answered questions of general interest from Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. KABERUKA (*Rwanda*), Mr. HEN-

RICSON (*Sweden*), Mr. ABDELJELIL (*Tunisia*), Mr. TRUONG-VAN-CHOM (*Vietnam*), Mr. EL MACHRAFI (*Morocco*) and Mr. TAKI (*Mauretania*). He will answer in writing to questions from Mr. CAMPILLO (*Spain*), Mrs. COLEMAN (*United States*), Mr. MAJAUULT (*France*), Mr. KHANLARI (*Iran*), Mr. GARCIA ELORRIO (*Argentina*), Mr. FIGUEROA ARAUJO (*Cuba*), Mr. COULON (*Belgium*), Mr. SHU (*Cameroon*) and Mr. PHONEKEO (*Laos*).

The increase in higher secondary school enrolments in the academic year 1962-1963 especially results from the fact that the statistics include private schools giving the Federal school leaving certificate instead of confining this data solely to public schools. The proportion of co-education differs according to the Cantons; a trend toward co-education, however, is evident in all the regions of Switzerland.

Youth centres are directed mainly towards extra-curricula recreational activities. Documentation exists on the "Office de la Jeunesse de Genève" (Office for the Youth of Geneva) which has just set up an official service for recreational activity.

New methods for the teaching of French in the last classes of the primary cycle in Berne have been employed to improve these classes; their object is to give a more practical than theoretical knowledge of the French language, through conversation classes.

A fifth year has been introduced in the training college in the Tessin, since the latter accepts pupils from the age of 15-16 onwards. This measure had been delayed until the present time because of the shortage of teachers.

General trends which can be observed from among the multiplicity of recent school laws are: (a) a greater facility of access to studies through scholarships, meals, transport etc.; (b) modernisation of the syllabus and its adaptation to new pedagogical methods; (c) an improvement in professional training towards greater specialisation.

#### REPORT FROM IRAN

Mr. KHANLARI (*Iran*) answered questions of general interest from Mr. COULON (*Belgium*) and Mr. GARCIA ELORRIO (*Argentina*). He will answer in writing questions from Mr. CAMPILLO (*Spain*), Mr. EL MACHRAFI (*Morocco*), Mr. MOSES (*Nigeria*), Mr. WONGSAYUNHA (*Thailand*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. KING (*Liberia*) and Mr. BAKIR (*Tunisia*).

To meet the shortage of teachers and remedy illiteracy, the Ministry of National Education has set up an itinerant teaching corps, the "Army of Knowledge". These "teacher-officers" give instruction in particular in rural areas. They make a weekly report to itinerant supervisors. Textbooks and other school materials are placed at their disposal by the Ministry. The courses of the "Army of Knowledge" are intended both for adults and for children, for whom they provide a course corresponding to the first two years of urban primary schools.

The Ministry of National Education prepares, publishes and distributes primary school textbooks at its own expense. The preparation of second-



ary school textbooks has also been undertaken by the Ministry but they are not provided free of charge.

## REPORT FROM MADAGASCAR

Mr. TRENTE (*Madagascar*) answered questions of general interest from Mr. BAKIR (*Tunisia*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. GALAAL (*Somalia*), Mr. ELLIOTT (*Liberia*), Mr. DOBOSIEWICZ (*Poland*), Mr. EL MACHRAFI (*Morocco*) and Mr. MOSES (*Nigeria*). He will reply in writing to questions from Miss LAVALETTE (*Algeria*), Mr. LUKUSA (*Congo, Leopoldville*), Mrs. COLEMAN (*United States*), Mr. THOMAS (*France*) and Mr. LOULIDI (*Morocco*).

Although 50% of school-age children attend primary school, private education retains a very important place in Madagascar. It is provided by two categories of institutions: denominational and missionary on the one hand, and non-denominational schools on the other. In all cases, fees are payable in private schools. The level of education depends on the directing body of the institution; it is definitely superior in private denominational schools. The Decree concerning private education is very liberal; the Government, through the Ministry of National Education, only intervenes to inspect the sanitation of the premises and the qualifications of the teaching staff.

In accordance with the reform of 1962, primary education is divided into two cycles, the first of which is primarily rural education. Schools of general education are integrated with secondary education and certain modifications have been made in regard to teacher training. There are three levels of teacher training: (1) training of teachers of the first grade, (2) training of teachers of the second grade holding the elementary (middle course) certificate and (3) training of teachers having qualified for the "baccalauréat" and preparing for the teacher's qualifying certificate. Finally, technical education now includes periods of work in industry and crafts for pupils preparing for the professional qualifying certificate.

In lower primary schools, teaching is in the Malagasy language. As from this year, French will be introduced as a foreign language from the second or third class of these schools onwards. There is no difficulty in regard to teaching arithmetic in Malagasy.

A General Commission for rural progress is responsible for the programme to combat illiteracy which was introduced last year.

Lower secondary education leads to the "Brevet d'Etudes du premier cycle" and the elementary certificate. As from this year the curriculum includes two courses from which pupils may choose, thus permitting a more satisfactory channelling of their studies.

The new educational programmes for primary schools of the first cycle was formulated both for pedagogical and financial reasons. This is an experimental programme for educating the population in rural areas. A new role will especially be given to the village school. Apart from his function as an educator, the teacher must fulfil a social role and exert an inspiring influence on the rural population. He receives accelerated training which includes courses of an economic and social nature.

#### REPORT FROM NIGERIA

Mr. DUROSINMI-ETTI (*Nigeria*) answered questions from Mr. McCULLOCH (*Australia*), Mr. BENCEDY (*Hungary*), Mr. MUTAWA (*Kuwait*) and Mr. NAGM EL DIN (*Qatar*).

He was to answer, in writing, questions from delegates of Mauretania, Liberia, Sudan and Vietnam.

The apparent surfeit of classrooms reported as existing in the western region is due to the fact that education being free of charge but not compulsory the parents are entitled to take their children away from school when they wish.

In eastern Nigeria the primary school course has been reduced from eight to six years; the system of an eight-year course had been inherited from the British Government, whose aim was to train government servants, postal workers, salesmen, etc. with the result that study was continued partly at secondary level. Regional experiments have been carried out in order to show that a period of six years is sufficient for the primary curriculum as is the case in other countries.

A few secondary modern schools offer the example of what is a bad imitation of the British system; the Government considers that the classes at secondary level should exist side by side in comprehensive secondary schools and that provision should be made for educational and vocational guidance. At present there is only one university college but it is planned to open three more which will be able to receive from 1,000 to 1,500 pupils.

The rate of educational development varies according to the region; the provision of primary schooling free of charge is dependent upon government resources and the staff available and development must be planned. It is understood in all the states that primary education should be made universal but according to plans. The north and east of the country have already drawn up their plans.

#### REPORT FROM CZECHOSLOVAKIA

Mr. KRISTEK (*Czechoslovakia*) answered questions of general interest from Mr. FARAH (*Syrian Arab Republic*), Mr. BORCA (*Rumania*), Mrs. NOVOSEL (*Yugoslavia*), Mr. DOBOSIEWICZ (*Poland*) and Mr. GUZMÁN NAVA (*Mexico*). He was to reply, in writing, to questions from Mr. SHU (*Cameroon*), Mr. PODESTÁ (*Uruguay*), Mr. FIGUEROA ARAUJO (*Cuba*), Mr. BOUYAIN (*Upper Volta*), Mr. BENCEDY (*Hungary*), Mrs. COLEMAN (*United States*), Mrs. MAZZELLA DE BEVILACQUA (*Uruguay*), Mr. TCHERNEV (*Bulgaria*) and Miss LAVALETTE (*Algeria*).

Qualified personnel are trained at grammar schools, vocational schools, vocational middle schools or at centres for training in trades. In the latter case the training takes two or three years according to the trade selected. There is alternate study and practical work. The young people receive payment which is increased gradually and during the third year is equivalent to the salary of a skilled workman. At the end of training there are examinations to test vocational proficiency and general education.

At present only 1 to 2% of the young do not continue their study beyond the nine-year course of compulsory schooling while 40% of

students proceed to baccalaureate level. According to plans drawn up, all young people will by about 1980 proceed to this level, if they have the necessary capacity.

Middle schools for workers, who will thus be able to obtain a secondary school certificate, are being set up.

There is a twofold system of inspection, that is to say general inspection and special inspection, for which the regional committee and the Ministry of Education and Culture are respectively responsible.

University training is required in the case of all teachers except nursery school mistresses. This professional training is provided at the men teachers' pedagogical and other higher institutes. The vocational schools are attended by specialists, who receive also training in education.

To encourage the further training of teachers, seminars are arranged, while by means of correspondence courses teachers who have not taken the regular courses of training improve themselves professionally.

#### REPORT FROM TUNISIA

Mr. BAKIR (*Tunisia*) answered questions of general interest from Mr. MACDIARMID (*Canada*), Mr. PUNG PENG CHENG (*Cambodia*), Mr. CAMPILLO (*Spain*), Miss GABBARD (*United States*) and Mr. GARCIA ELORRIO (*Argentina*).

He was to reply, in writing, to questions from Mr. LUKUSA (*Congo, Leopoldville*), Mr. THOMAS (*France*), Mr. ABOU YOUSSEF (*Qatar*), Mr. NGUYEN-VAN-BUONG (*Vietnam*), Mr. FARAH (*Syria*), Mr. DEIFALLA (*Sudan*), Mr. PAPRENICA (*Yugoslavia*), Mr. ELLIOTT (*Liberia*), Miss LAVLETTE (*Algeria*), Mr. BALA MBARGA (*Cameroon*) and Mr. TRENTÉ (*Madagascar*).

School textbooks are selected by the State Secretary for National Education after submission of a list by the school principals and the inspectors. Teachers can make use only of books included in the list. The school canteens are subsidised from a children's welfare special fund and the school principals are responsible for their operation.

As regards the audio-visual aids centre, it is intended not only to produce local material but also to investigate in other countries any means which could be suitable for Tunisia and to procure them for their widespread employment in schools. This centre also organizes practical courses for teachers.

For the next ten-years provision is made in three-year plans for the country's development and a particular study is undertaken in regard to educational planning. Under the plans the greater part of the country's needs will, by October 1965, be satisfied by the teacher training schools.

#### REPORT FROM UKRAINE

Mr. KORNEITCHOUK answered questions of general interest from Mrs. NOVOSEL (*Yugoslavia*), Mr. ABDELJELIL (*Tunisia*), Mrs. CALINESCO (*Rumania*), Mr. GUTIERREZ GARDUÑO (*Mexico*), Mr. FARAH (*Syria*), Mr. EL MACHRAFI (*Morocco*) and Miss STUART (*Sierra Leone*). He will reply in writing to questions from Mr. GARCIA HOZ (*Spain*), Mr. DUGAN



(United States), Mr. BAPOYO (Central African Republic), Mr. FIGUEROA (Cuba) and Miss LAVALETTE (Algeria).

Facilities are granted to industrial and farm workers who desire to obtain the same instruction as that afforded by the eight-year schools: working day shortened by two hours, a free day, additional free time to prepare for examinations, consultations, materials placed at their disposal.

Eleven-year polytechnical schools providing industrial training have been established. All pupils attending secondary schools receive, apart from a general education, vocational training which permits them to enter into active work in the national economy. Possibilities for vocational training are ensured in each school, in view of the country's need for specialised personnel. Student centres have already been set up in plants and factories and the latter are responsible for vocational training. In rural districts the collective and State farms are responsible for the agricultural training of the pupils. This theoretical and practical polytechnical training is concluded by examinations which place the pupils at the same level as professional workers. Vocational training instructors are taught in special centres set up in the polytechnical schools. Other centres ensure coordination of the work of teachers of general subjects with the vocational training instructors.

The staff for evening and correspondence courses is trained in universities and pedagogical centres.

At the time of the October Revolution, 70% of the population was illiterate. The establishment of a large network of schools for children, followed by the extension of education to adults resulted in abolishing illiteracy in the 30's. At present, compulsory eight-year schooling is widespread and soon secondary and higher education will also be compulsory.

#### REPORT FROM SUDAN

Mr. TALAAT FARID (Sudan) answered questions of general interest from Mr. DUGAN (United States), Mr. MUTAWA (Kuwait) and Mr. SHU (Cameroon). He will reply in writing to questions from Mr. ERTEM (Turkey), Mr. EL MACHRAFI (Morocco), Mr. GUTIERREZ GARDUÑO (Mexico) and Mr. BAHNAN (Somalia).

Vocational guidance is provided after completion of the four years of primary school. A first category, including the best pupils, is admitted to secondary schools of the academic type and a subsequent category comprises pupils who are especially gifted for teaching. The course lasts four years and permits pupils to enter the Khartoum Technical Institute.

Until recently educational administration was completely centralized in regard to both primary and secondary schooling. The expansion of education has resulted in decentralization and now provincial councils are responsible for primary education.

Pupils who have completed their secondary studies may choose to pursue higher studies, to enter the teaching profession or go into the Civil Service.

(The meeting rose at 6.10 p.m.)

## ELEVENTH PLENARY SESSION

10.30 a.m. Tuesday 9th July, 1963

Chairman: Mr. F. E. MACDIARMID

### REPORT FROM PAKISTAN

Mr. KHALIQ (*Pakistan*) answered questions of general interest from Mr. ERTEM (*Turkey*), Mr. GALAAL (*Somalia*), Mr. WONGSAYUNHA (*Thailand*), Mr. KING (*Liberia*), Mr. GALLO MARTÍNEZ (*Mexico*) and Mr. EL MACHRAFI (*Morocco*). He would reply in writing to questions from Miss LAVALETTE (*Algeria*) and Mr. SHU (*Cameroon*).

The teachers engaged in religious instruction to the Arab students do not receive any special training.

Since Pakistan achieved complete independence, stress has been laid on studying the language of the country, without however discontinuing the teaching of English. Newer methods are being used for the teaching of English whereas literature, which forms part of a more thorough education, has kept to the traditional methods.

In Pakistan there are two Offices responsible for the preparation of publications intended for people who already know how to read: (1) the Programme Office, set up following the meeting of a Committee of Unesco in order to adapt and regularly revise educational programmes; (2) the Manuals Office, which has always existed and which deals with the contents and cost of manuals.

The best secondary schools have been turned into multilateral (comprehensive) schools where pupils are given a manual and craftsmanship training as much as a technical, scientific and artistic training. The private schools receive an additional grant from the Government for the purpose of helping them to make this changeover.

The study of mathematics and sciences has become compulsory at secondary school level.

### REPORT FROM SOMALIA

Mr. GALAAL (*Somalia*) answered questions of general interest from Mr. COULON (*Belgium*), Mr. ABOU YOUSSEF (*Qatar*), Mr. SHU (*Cameroon*) and Miss LAVALETTE (*Algeria*). He would reply in writing to questions from Mr. EL MACHRAFI (*Morocco*), Mr. SITASUWANA (*Thailand*), Mr. DEIFALLA (*Sudan*) and Mr. DECKER (*Sierra Leone*).

After their reunification, the Somali territories have had to unify their educational system. The new system came into force early in July 1963. The languages taught are Arabic, English and Italian; the last named-language will gradually be replaced by English. As Somali is not as yet a written language, it will not be taught in the primary schools until the system for writing it, currently under study, had been accepted. Because children cannot yet learn their mother tongue in the schools, the national traditions are tending to be lost. For that reason, a plan for pro-

lecting those traditions has been prepared and it will be submitted to the Planning Committee and to Unesco before being put into effect. As, moreover, 80 per cent of the population is nomadic, special difficulties arise in setting up an effective system of education. The proportion of children of school age attending school consequently amounts to only five per cent.

#### REPORT FROM THE U.S.S.R

Mr. MARKOUCHEVITCH (*U.S.S.R.*) answered questions of general interest from Mr. EGGER (*Switzerland*), Mr. NADEJDE (*Rumania*), Mr. TULIP (*United Kingdom*), Mr. KING (*Liberia*), Mr. BENNOUR (*Tunisia*), Mr. WONGSAYUNHA (*Thailand*), Mr. ERTEM (*Turkey*), Mr. FARAH (*Syrian Arab Republic*) and Mr. GALLO MARTINEZ (*Mexico*). He would reply in writing to questions from Mr. KHANLARI (*Iran*), Mr. PHONEKEO (*Laos*), Mr. CHARDON (*France*), Mr. FIGUEROA ARAUJO (*Cuba*), Mr. SHU (*Cameroon*), Mr. LUKUSA (*Congo, Leopoldville*), Mr. COULON and Mr. GAUTHY (*Belgium*), Miss LAVALETTE (*Algeria*) and Mr. BARTANA (*Israel*).

Education in the U.S.S.R. is aimed at remedying the former gap between manual and intellectual activities. The experiment carried out four years ago will change the whole aspect of general education by training students who like work, respect the workers and appreciate mankind's cultural treasures.

It is normal that the teaching of literature as a separate subject is not included in the syllabus of grades I to IV, which are mainly designed to teach the pupils their mother tongue, arithmetic, the rudiments of science, geography and history. The subjects taught in grades V to VIII are given by specialized teachers. The whole of the eight years school thus inculcates ideas on the value of work.

The curricula of boarding schools and of schools with a prolonged day are no different from those of ordinary schools. The boarding schools provide the best possible educational conditions for children who cannot be looked after at home, without however causing any break with the parents who can see their children on Sundays and during the holidays, and share in their education through the medium of parents' committees. The schools with a prolonged day are identical to the boarding schools, except that the pupils go back to their own homes for the night.

The training of boarding school teachers does not differ from that of other educationists. Training establishments for teachers have been set up where, apart from the subjects included in the study programmes, educationists are given an insight into the best methods of pedagogy.

There are two categories of inspectors: paid inspectors at all educational levels who are distributed geographically, and a new type of general inspectors, who are not civil servants. The latter attend a new training institute in their free time; they consist mainly of retired teachers or collaborators from educational institutes who, through love of their profession, voluntarily give their advice to young teachers.

In some schools an experiment is being carried out to teach pupils aged 7 or 8 years some of the concepts of mathematics and physics so that they can use mathematical formulae and become capable of logical thought. In



addition to that experiment, mathematics are taught in the traditional manner. In the highest classes of the intermediate schools where the technical students and research workers in the field of mathematics, etc. are trained, subjects relating to higher mathematics have been introduced up to the theory of differential equations, linear algebra and other complicated subjects.

A great many educational journals are published in the U.S.S.R. That of the Academy of Educational Sciences, entitled "Soviet Pedagogy", has been translated into English and published in the United States of America. There are also a great many specialized periodicals on various subjects and some reviews for the parents of pupils.

#### REPORT FROM YUGOSLAVIA

Mrs. NOVOSEL (*Yugoslavia*) answered questions of general interest from Mr. FIGUEROA ARAUJO (*Cuba*), Mr. CHARDON (*France*), Mr. COULON (*Belgium*), Mr. TCHERNEV (*Bulgaria*), Mr. BELLAHSENE (*Algeria*), Mr. PHONEKEO (*Laos*), Mr. SUNDARAM (*India*) and Mrs. KHALIL ISMAIL (*Iraq*). She would reply in writing to questions from the delegations of the following countries: Mexico, Morocco, Sierra Leone, Rumania, Czechoslovakia, Switzerland, Tunisia and the Byelorussian SSR.

In Yugoslavia the former minorities—Croat, Slovene, Montenegrin, etc.—are now nationals of their own republics with their own schools so that the matter of special schools for them as minorities does not arise.

There is a people's university in Yugoslavia (where a very general education is given) for the population as a whole. However, where industry becomes more developed, some universities for workers will have to be set up and the education provided there will be specially adapted for workers.

In Yugoslavia, special radio and television broadcasts are prepared as a supplement to the educational programme taught in the ordinary schools and in the technical schools. Such broadcasts are often useful when the teachers do not have such a specialized knowledge of the subject taught.

If the schools for adults have fewer and fewer students, this is explained by the fact that adults now have other media for obtaining knowledge, for instance, correspondence courses, evening courses, etc.

The centres set up at different educational levels are intended to bring about a better integration of technical education.

Pupils from less developed areas, where for the time being compulsory schooling lasts four years, are obliged to go to a school where the period lasts for eight years in order to finish their schooling.

Education in Yugoslavia is financed by the local authorities. Expenses connected with education have increased by 42 per cent. This is a very substantial increase and is higher than in many other countries.

#### REPORT FROM SAUDI ARABIA

Mr. KHADRA (*Saudi Arabia*) answered questions of general interest from Mr. KING (*Liberia*), Mr. LENOBLE (*Mauritania*), Mr. FARAH (*Syrian Arab Republic*), Mr. NADEJDE (*Rumania*), Mr. BENNOUR (*Tunisia*), and Mr. NGUYEN VAN BUONG (*Viet-Nam*). He would reply in writing to questions from Miss LAVALETTE (*Algeria*) and Mr. COULON (*Belgium*).

The increase in the budget allocated for public education had made it possible to raise the number of schools and the standard of teaching.

Pupils are selected for secondary and technical education according to the following criteria: results obtained, tests and physical aptitudes.

Training in sport was introduced three years ago in primary and secondary schools.

The school for higher education takes in pupils who have finished their lower secondary studies and who wish to become teachers at the primary or secondary school level. They are given six years of training there, three of which are devoted to further training. There is a plan to extend that training by two years.

The school text books are preferably prepared in Saudi Arabia; sometimes however, they are imported.

The numerous nomadic populations in the north and south of the country are educated in the same way as the static populations in other areas.

Education for the blind is based on the sense of touch; it is at present only in its early stages. For that reason, specialists are being sent to the Middle East, to the United States and to Europe to obtain information on the subject.

*(The meeting rose at 12.10 p.m.)*

## TWETFH PLENARY SESSION

*3 p.m. Tuesday, 9th July 1963*

*Chairman: Mr. B. TUNCEL*

### REPORT FROM ITALY

Mr. CALÒ (*Italy*) replied to questions of general interest put to him by Mr. BARTANA (*Israel*), Mr. THOMAS (*France*), Mr. COULON (*Belgium*), Mr. MACDIARMID (*Canada*), Mr. EL MACHRAFI (*Morocco*), and Mr. KING (*Liberia*). He will reply in writing to questions put to him by Mr. NADEJDE (*Rumania*) and Mr. NGUYEN VAN BUONG (*Viet-Nam*).

The tendency of the new scientific method of teaching is to give more time to practical and experimental work, especially in institutions of general education. Special courses are given to prepare professors for this experimental method.

Intermediate comprehensive eight-year schools have been set up for social and psychological reasons. Higher schools will be reorganized to take account of the teaching given in these new schools.

Inspectors are recruited by means of competitions in the service and among teachers. The result is a remarkable increase in the number of posts for central inspectors.

The new law lays down that the minimum age at which a child can begin vocational training shall be 15. Educational and vocational guidance officers in the majority of large schools give advice to parents and children.

The "Three Year Plan" is a plan for the development of the schools over the next three years, with a view to carrying out qualitative and quantitative experiments in programming.

#### REPORT FROM BELGIUM

Mr. COULON (*Belgium*), replied to questions of general interest put to him by Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. NGUYEN-VAN-BUONG (*Viet-Nam*), Mr. BENNOUR (*Tunisia*), Mr. PAREL (*Switzerland*), Mr. NADEJDE (*Rumania*), Mr. WONGSAYUNHA (*Thailand*), Mr. PAPRENICA (*Yugoslavia*), Mr. FARAH (*Syria*), and Mr. EL MACHRAFI (*Morocco*). He will reply in writing to questions put by Miss LAVALETTE (*Algeria*), Mr. THOMAS (*France*), Mr. McCULLOCH (*Australia*), Mr. BAKOULA (*Congo, Brazzaville*) and Mr. PODESTÁ (*Uruguay*).

Mathematics must be an experiment in synthesis. Unfortunately, those responsible for this teaching are not always conscious of this fact.

The State, which is responsible for the bigger schools, tends to favour them at the expense of the small rural schools. However, specialists consider that an important place should be given to these. Schools in rural districts and "snow" schools are few at the present time and depend on private initiative.

For those adults who wish to pursue their education, so-called full-time classes have been set up; short-time classes are only opened at week ends or on Sundays.

At present teacher training takes place while candidates are still following their secondary studies, which has made it difficult to give them classes in teaching, and reduce the number of classes in general culture. Teacher training corresponds to the lower second cycle; the training of professors for this kind of instruction has been reduced by eliminating everything which is outside their speciality.

As regards physical education and sport, these now form part of national education; no changes have been made in the duration or methods of this teaching.

#### REPORT FROM CAMEROON

Mr. TETANG (*Cameroon*) replied to questions of general interest put to him by Miss LAVALETTE (*Algeria*), and Mr. MAJAULT (*France*). He will reply in writing to questions put by Mr. EL MACHRAFI (*Morocco*), Mr. PAREL (*Switzerland*), Mr. BENNOUR (*Tunisia*) and Mr. NGUYEN-VAN-BUONG (*Viet-Nam*).

School programmes, which were ill-adapted to local conditions, especially in certain subjects such as history and geography, have had to be reshaped; thus the geography of France in primary education has been replaced by the geography of the Federal Republic of Cameroon.

The six hours' teaching of the French language in secondary schools has been reduced to two hours in order to allow the children to practise crafts and agriculture.

The test in physical education which is compulsory for obtaining the C.E.P. certificate will be given on the basis of reports, like the other subjects.



#### REPORT FROM THE CENTRAL AFRICAN REPUBLIC

Mr. BAPOYO (*Central African Republic*) replied to questions of general interest put to him by Mr. KORNEITCHOUK (*Ukraine*), Mr. WONGSAYUNHA (*Thailand*), Mr. EL MACHRAFI (*Morocco*) and Mrs. NOVOSEL (*Yugoslavia*). He will reply in writing to a question put by Mr. THOMAS (*France*).

The Government of the Central African Republic is thinking of reducing compulsory schooling from six to five years because, in the rural areas, there are not yet enough adequately trained teachers. Moreover only 33 % of the children of primary school age are registered in these schools.

The programme of teacher training will be reshaped with special emphasis on the teaching of French, which is the common language in the Central African Republic.

French will also be given a more important place in primary school programmes. It will be taught as the first foreign language from the first classes onwards.

Until now no higher education had existed in the Central African Republic. Scholarship students have had to go abroad for further education. However, the three year educational development plan provides for higher education.

#### REPORT FROM THE CONGO (Leopoldville)

Mr. LUKUSA (*Congo, Leopoldville*) replied to questions of general interest put to him by Mr. THOMAS (*France*), Mr. COULON (*Belgium*) and Mr. PHONEKEO (*Laos*). He will reply in writing to questions put by Mr. PAREL (*Switzerland*), Mr. FARAH (*Syrian Arab Republic*) and Mr. EL MACHRAFI (*Morocco*).

Courses in French and English have been intensified, covering about ten hours per week. Purely grammatical courses have been abandoned. Courses in ancient languages now begin two years later and are only given at the secondary level.

The vocational school gives basic teaching without specialist departments or branches. At the end of the six years of primary schooling the pupils have to take a selective examination which enables them to register for the observation stage. After two years pupils can obtain a vocational guidance certificate which enables them to register for the competition for entry to the second grade.

The Ministry of National Education deals only with regular education, i.e. the six years of primary and six years of secondary education ; no plan for the education of adults has been considered.

#### REPORT FROM THE REPUBLIC OF KOREA

Mr. YOON and Mr. CHUNG replied to questions of general interest put to them by Mr. ALDRIDGE (*United Kingdom*), Mr. WONGSAYUNHA (*Thailand*), Mr. ERTEM (*Turkey*), Mr. NGUYEN-VAN-BUONG (*Viet-Nam*) and Miss STUART (*Sierra Leone*). They will reply in writing to questions put by Mr. DUGAN (*United States*), Mr. YIN (*Republic of China*), Mr. SAWADA (*Japan*) and Miss LAVALETTE (*Algeria*).

The new educational plan drawn up in 1962 within the framework of the educational reform which followed the revolution of 1961 provides, among other things, for the abolition of illiteracy, at improving the economic and social situation, and the development of technical and professional training etc.

The shortage of teachers tends to diminish. Moreover, all the training schools for elementary school teachers were abolished in March 1963 in favour of more advanced institutes for teacher training.

During the last school year government grants for the further training of teachers in service were increased by 134%.

Civic schools are primary schools and lower secondary part-time schools where education is completed with general teaching on correspondence, typing, agriculture, mechanics etc.

Institutes for the further training of teachers in service do not, in the first place, improve education to a higher scholastic level, but advance the teacher's knowledge.

The large increase in primary school attendance is due to the increase in the birth-rate; some 300,000 to 400,000 pupils begin school every year. This has led to a serious shortage of school buildings.

#### REPORT FROM DENMARK

Mr. MUNCK-HANSEN (*Denmark*) replied to questions of general interest put to him by Mr. CALÒ (*Italy*), Mr. FIGUEROA ARAUJO (*Cuba*), Mr. NOTHARDT (*Federal Republic of Germany*), Mr. BURUNDARENA (*Argentina*), and Miss LAVALETTE (*Algeria*). He will reply in writing to questions put by Mr. PAREL (*Switzerland*), Mr. ZISKA (*Czechoslovakia*), Mr. FARAH (*Syrian Arab Republic*), Mr. ERTEM (*Turkey*) and Mr. KEKEH (*Togo*).

Pre-primary education is not compulsory in Denmark.

Primary teacher training will be adapted to the exigencies of the new law on compulsory primary schools.

Primary schools include a seven-year elementary school (*mainschool*) from which the pupils can continue to either a general (preparatory vocational) department with an eighth, a ninth or now a tenth form or in a so-called "real-department", a three-year lower secondary department. After the second year in the real-department, pupils can enter the three year "gymnasium", leading to the matriculation examination.

There are many private schools in Denmark, both so-called "free-schools" corresponding to the municipal primary schools, the "real-department" schools and some "gymnasiums".

The "folk high schools" teach general culture.

#### REPORT FROM THE DOMINICAN REPUBLIC

Mr. SANCHEZ FELIZ (*Dominican Republic*) replied to questions of general interest put to him by Mr. ALDRIDGE (*United Kingdom*), Mr. BENNOUR (*Tunisia*), Mr. PITOV (*Ukrainian S.S.R.*) and Mr. PAREL (*Switzerland*). He will reply in writing to questions put to him by Mr. GARCIA ELORRIO (*Argentine*), Mr. TRENTÉ (*Madagascar*) and Miss GABBARD (*United States*).

Evening schools give teaching at the intermediate level and are intended for young people who are preparing for their baccalaureate in the evenings because they are obliged to earn their living during the day.

Within the framework of the campaign to provide teachers with further training abroad, professors are now following intensive courses at the University of San Juan de Puerto Rico. Later, some professors will be sent to the United States of America. This year 400 professors have been sent abroad, thanks to help received from Unesco, from the Organization of American States and from the Alliance for Progress. We would like to take this opportunity of expressing the gratitude of the Dominican people to these organizations.

As regards school buildings, assistance known as "mutual" is that provided from abroad under the form of loans, or groups of young workers who have come to help the Dominican people. The building programme progresses little by little, but it will make it possible to solve the problem of the lack of schools which is now becoming an urgent one in the country.

*(The meeting rose at 5.20 p.m.)*

## THIRTEENTH PLENARY SESSION

*9.45 a.m. Wednesday 10th July, 1963*

*Chairman: Mr. A. NWACHUKU*

### REPORT FROM ALGERIA

Mr. BELLAHSENE (*Algeria*) answered questions of general interest from Mr. NGUYEN VAN BUONG (*Viet-Nam*), Mr. KORCHOUK (*Byelorussian S.S.R.*), Mr. NADEJDE (*Rumania*) and Mr. EL MACHARFI (*Morocco*). He would reply to questions from Mrs. ISMAIL (*Iraq*) and Mr. NGUYEN-VAN-BUONG (*Viet-Nam*) in writing.

In Algeria the system of classes in rotation had been established; teaching is provided by four teachers (three French-speaking and one Arabic-speaking) who each give 7½ hours of instruction. These rotation classes are kept going throughout the day by teachers dealing with different subjects.

Inspection of classes is carried out by primary inspectors, deputy inspectors, and delegate inspectors. These are experienced teachers. Deputy inspectors and pedagogical counsellors inspect and train monitors and instructors, under the control of primary inspectors.

Until this year Arabic has not been the official language of Algeria, the French language having up to now been the language ordinarily used for teaching. But Arabic is now being gradually and increasingly used for education, as part of a progressive "Arabisation" programme.



At the beginning of the school year, a higher committee for reform was set up. Its purpose is to establish the time-tables and new curricula to be applied when the next term begins. The following aims are fixed : modernization, establishment of a new type of teaching of Algerian history and geography. Attempts have been made to modify and simplify instruction in other subjects.

#### REPORT FROM THE FEDERATION OF MALAYA

Mr. ABDUL HAMID KHAN (*Federation of Malaya*) replied to questions of general interest put to him by Mr. EL MACHRAFI (*Morocco*), Mr. DUROSINMI-ETTI (*Nigeria*) and Mr. WONGSAYUNHA (*Thailand*).

Further training courses for teachers, which take seniority into account, are given in a special training institute. Teachers are allocated to the schools according to their need for teaching in some special subject.

Secondary "continuation" schools, founded in 1962, take all the pupils who are not going to take a secondary academic course. With a view to encouraging the use of the national language, secondary continuation schools which give courses in Malayan, are free whereas those which teach in English require tuition fees.

Up to the present there have been centres and colleges for training teachers in Malaya. The former trained primary school teachers and the latter secondary school teachers. Under the new "integrated plan for teacher training" the four teacher training colleges will provide general education, supplemented by more advanced specialized instruction in one subject. In order to avoid duplicating subjects each college will specialize in one only.

#### REPORT FROM THE NETHERLANDS

Mr. DE BRUYN (*Netherlands*) replied to questions put to him by Miss GABBARD (*United States*) and Mr. BARTANA (*Israel*). He will reply in writing to questions put to him by Mr. NADEJDE (*Rumania*), Mr. EL MACHRAFI (*Morocco*), Mr. TRUONG VAN CHOM (*Viet-Nam*), Mr. KING (*Liberia*) and Miss STUART (*Sierra Leone*).

The influence of parents on the public schools will be increased. They will be able to give their opinion on the changes to be made in schools.

Experiments are being tried to enable highly talented pupils in the primary schools who, for various reasons, are unable to go to a "gymnasium", to continue their education. The best children in the schools are subjected to tests. If the results of the tests are favourable, the necessary help is given to enable the child to attend a secondary school.

#### REPORT FROM SIERRA LEONE

Miss STUART (*Sierra Leone*) answered questions of general interest from Mr. POSTOVOI (*U.S.S.R.*), Mr. ELLIOTT (*Liberia*), Mr. DEIFALLA (*Sudan*), Mr. PAREL (*Switzerland*) and Mr. DUROSINMI-ETTI (*Nigeria*). She would reply in writing to questions from Miss GABBARD (*United States*) and Mrs. ISMAIL (*Iraq*), Mr. NGUYEN VAN BUONG (*Viet-Nam*) and Mr. NAGI (*Qatar*).

The ten year plan for the economic development of Sierra Leone has not yet come into force but it will give special importance to the development of education: generalization of primary education, introduction of new subjects of a non-academic character, and improvement of educational and vocational guidance.

The entrance examination for secondary education has been introduced owing to the restricted number of establishments at that educational level. The subjects set for that examination are general culture, English and arithmetic. All candidates who successfully pass the examination find a place in the secondary schools. Pupils who fail are able to take the examination again.

The Fourah Bay College includes a Faculty of Literature, a Faculty of Sciences, and a Faculty of Technology. There are plans for setting up a new Institute of Technology.

The two inspectors responsible for the preparation of school textbooks are also in charge of setting up drafting committees composed of persons who are competent in the teaching of various subjects.

#### REPORT FROM MEXICO

Mr. GALLO MARTINEZ (*Mexico*) replied to questions of general interest from Mr. THOMAS (*France*), Mr. GARCIA Hoz (*Spain*), and Mr. FIGUEROA (*Cuba*). He would reply in writing to questions from Mr. ERTEM (*Turkey*), Mr. NADEJDE (*Rumania*), Mr. EL MACHRAFI (*Morocco*) and Mr. KORNEITCHOUK (*Ukraine*).

For the last forty years the serious problem of preserving native customs and traditions has existed in Mexico. For that reason, the National Folklore Institute, which is financed by the Republic of Mexico, has much importance for the nation. In addition to the National Folklore Institute, there are university institutes and an Inter-American Institute, which deal with the same questions.

In the last six years 20,000 pre-fabricated schools have been built. The communes furnish the necessary basic materials which cost about 50% of the total price of the building, and the State supplies the remainder. A sufficient number of schools and homes for teachers should have been built by 1970.

#### REPORT FROM THE UNITED ARAB REPUBLIC

Mr. EL-SAYYED ROHA (*U.A.R.*) replied to questions of a general nature put to him by Mr. TRUONG VAN CHOM (*Viet-Nam*), Mrs. NOVOSEL (*Yugoslavia*), Mr. FARAH (*Syrian Arab Republic*), Mr. MARKOUCHEVITCH (*USSR*), Mr. NADEDJE (*Rumania*), Mr. IAMSAKUN (*Thailand*), Mr. GALAAL (*Somalia*), Mr. NWACHUKU (*Nigeria*), Mr. ELLIOTT (*Liberia*), Mr. GALLO MARTINEZ (*Mexico*) and Mr. BEN ABBES (*Morocco*). He will reply in writing to questions put to him by Mr. BAPOYO (*Central African Republic*) and Mr. NAGI (*Qatar*).

In accordance with the principles of the National Charter of 1962, and with the planning project, it has been decided to unify the preparatory schools, which until then had consisted of eight different sections.

In future, the school curricula will include one comprehensive department devoted to general culture and scientific education. About 15% of the time will be given to practical work.

The National Charter states that schooling shall be compulsory and free. Personal capacities and talents must be the only criteria governing the educational and vocational guidance of young people. Thus admission to "general and technical" secondary schools takes place on the basis of examination results. The best elements have access to secondary general education, before going on to a university or a higher school, while the other children attend technical, industrial or agricultural schools.

Primary and secondary education is provided for the blind, the deaf and deaf-mutes. As from 1964 university education will be available to them.

A complete teacher training course consists of six years in the primary school, three years in a secondary school, and three years at a teacher training college. The training of professors, on the other hand, requires a course lasting four or five years in the higher school. On account of the shortage of teachers, recourse has been had to accelerated courses taking two years after completion of the secondary school course.

80% of the population is still illiterate. Compulsory evening classes have been inaugurated in order to decrease the number of illiterates.

Two measures have recently been taken to improve the primary schools; firstly, the number of pupils in the same class has been decreased and secondly, global, rather than analytical, teaching of the mother tongue is now being given.

*(The meeting rose at 11.20 a.m.)*

## FOURTEENTH PLENARY SESSION

*3.10 p.m. Wednesday 10th July 1963*

*Chairman: Mr. F. E. MACDIARMID*

### REPORT FROM THAILAND

Mr. WONGSAYUNHA answered questions of general interest from Mr. MAJALULT (*France*), Mr. SAWADA (*Japan*), Mr. PAREL (*Switzerland* and Mr. ERTEM (*Turkey*).

Courses by radio given in primary and secondary schools do not replace the lessons given by the teachers but they compensate for any lack of skill on their part in such subjects as foreign languages, music etc.

Educational and vocational guidance services so far only exist at the preliminary stage. At the moment, there is only an elementary intelligence test which already helps to guide the pupils into the various sections of secondary or higher education. An aptitudes test is being prepared,



which will help to expand the guidance services. These services depend at present on a department of the Ministry of Education and will be more fully equipped in due course.

About ten per cent of primary school pupils and fifty per cent of the pupils at the secondary level attend private schools. As the official secondary schools have up to now been organized on a smaller scale than the four primary grades of compulsory education, the secondary education provided in the private schools is maintained through governmental assistance and supervision. The costs of schooling are calculated in relation to the number of students in these private establishments and should not exceed a fixed amount; this is done in order to prevent some pupils at secondary school level from overcrowding the public schools, which are not yet so well organized, due to the lack of financial means.

#### REPORT FROM AFGHANISTAN

Mr. SAMADY (*Afghanistan*) replied to questions of general interest put to him by Mr. DUROSINMI-ETTI (*Nigeria*), Mr. DE BRUYN (*Netherlands*), Mr. EL MACHRAFI (*Morocco*) and Mr. DUGAN (*United States*).

In order to remedy the shortage of teachers a system of rotation has had to be applied under which teachers working two consecutive shifts receive double salary. In the same way part-time teachers are paid for the number of hours worked.

Experimental schools have been attached to the teacher training academy in order to train those teachers whose work it will be to train primary school teachers. The duration of the studies in these experimental schools has not yet been finally fixed and varies between one and two years.

Revision of history, geography and language text-books has been directed mainly towards adapting them to the modern world and to their presentation.

Twenty-nine new training centres for teacher training have been set up. It is often necessary to call upon secondary or higher school teachers for professional training. This accounts for the fact that the number of teachers specially selected for professional training does not increase at the same rate as the number of pupils.

#### REPORT FROM CUBA

Mr. FIGUEROA (*Cuba*) replied to questions of general interest put to him by Miss LAVALETTE (*Algeria*), Mr. GARCIA PINEIRO (*Argentina*), Mr. MAJALUT (*France*) and Mr. GARCIA HOZ (*Spain*). He will reply in writing to questions put to him by Mr. DUROSINMI-ETTI (*Nigeria*), Mr. NADEJDE (*Rumania*), Mr. PODESTÁ (*Uruguay*) and Mr. MARKOUCHEVITCH (*U.S.S.R.*).

The aims of the campaigns against illiteracy which is taking place in Cuba are political and economic and for this reason the campaign is conducted with great intensity. After the preliminary work on the vocabulary had been done, the people themselves took over the teaching of reading and writing to the million illiterates in the country. Good results have been obtained, but the campaign will have to go on in order to give the Cuban people a minimum of education.

School textbooks have various origins. An agreement entered into with Unesco made it possible for Cuba to obtain a certain number of textbooks. Competitions are organized between teachers for improving existing texts and translations of textbooks are made. Cuban textbooks obey political imperatives.

Study committees deal especially with the teaching of Spanish.

#### REPORT FROM VIET-NAM

Mr. TRUONG VAN CHOM and Mr. NGUYEN VAN BUONG (*Viet-Nam*) replied to questions of general interest put to them by Mr. BENNOUR (*Tunisia*), Mr. DOBOSIEWICZ (*Poland*), Mr. TRENTÉ (*Madagascar*) and Mr. DUROSINMI-ETTI (*Nigeria*). They will reply in writing to questions put by Mr. BELLAHSENE (*Algeria*), Mr. GARCIA ELORRIO (*Argentina*), Mr. SAWADA (*Japan*) and Mr. CHARDON (*France*).

The special programme drawn up for the benefit of the "strategic" hamlets has the effect of bringing the inhabitants of rural regions together to learn the fundamental principles of social and communal life. Future teachers for these hamlets are nominated by the inhabitants themselves. The government pays for all fees occasioned by their professional training, which lasts three months (two in the chief provincial cities and one at the nearest hamlet school). Funds are available for their salaries for 12 months. From the 13th month the inhabitants themselves take over the payment of salaries to these teachers.

The period of military service, which begins at the age of 18, can be postponed until later in the case of students who have already begun their studies. However, there is one class of teachers who are called upon to do military service. To remedy this state of affairs the National Department of Public Education has taken this question up with the Department of National Defence so that teachers who have served the National Department of Public Education will now no longer be mobilized.

The aim of communal education is, above all, to improve the development of communities, to raise the status of craftsmen and local production.

Special classes for the blind and for lepers are followed by examinations. From now on prisoners will have at their disposal the necessary scholastic material to enable them to teach themselves in accordance with current school programmes. In certain centres, teachers have offered their services to go and teach prisoners in the prisons themselves. Examinations for them are organized and the results obtained have been more and more encouraging.

#### REPORT FROM QATAR

Mr. NAGI and Mr. NAGM EL DIN (*Qatar*) answered questions of general interest from Mr. ZAKARIA (*Kuwait*) and Mr. FARAH (*Syrian Arab Republic*). They would reply in writing to questions from Mr. DEIFALLA (*Sudan*) and Mr. LENOBLE (*Mauretania*).

Within ten years all the primary schools will have teachers who are nationals of Qatar.

There is a school social service in both primary and secondary education. Financial assistance is provided for the pupils, ranging from 30 to 117 rupees monthly, as well as any school supplies which they may need, and free transport and meals. There is also a boarding school for those pupils who live in areas that are too far away from their school.

#### REPORT FROM CAMBODIA

Mr. PUNG PENG CHENG (*Cambodia*) answered questions of general interest from Mr. CHARDON (*France*), Mr. EL MACHRAFI (*Morocco*) and Mr. TRENTÉ (*Madagascar*).

Half-time classes, set up with a view to remedying the shortage of teachers in areas with a large number of children of school age, show poor results in comparison with those obtained in full-time classes. In five years' time it is hoped that half-time classes can be completely discontinued.

Private secondary schools are of a more or less commercial nature but they help nevertheless to relieve the pressure on the secondary schools. The teachers are trained during summer courses. Such schools receive no government grants.

Basic education, which is continued by means of adult education, helps the development of rural areas; up to now, results have been very encouraging.

#### REPORT FROM VENEZUELA

Mr. HERNANDEZ (*Venezuela*) replied to questions of general interest put to him by Mr. TRENTÉ (*Madagascar*), Mr. EL MACHRAFI (*Morocco*), Mr. GUTIERREZ-GARDUÑO (*Mexico*) and Mr. FARAH (*Syrian Arab Republic*). He will reply in writing to questions put to him by Mr. LO GATTO (*Italy*), Mr. DUGAN (*United States*), Mr. BURUNDARENA (*Argentina*) and Mr. TCHERNEV (*Bulgaria*).

The public primary schools teach about 1,200,000 pupils while the private establishments have about 170,000. The number of pupils in public schools has not decreased and the number in private schools has considerably increased. These latter enjoy state support because the state is anxious to encourage the evident desire for education in the country. The first stage of secondary education is likely to become compulsory.

Teaching staff, especially candidates for head and deputy headmaster-ships, take further training courses, which take place preferably during the summer holidays.

As regards the reorganization of primary education, one of the main aims being its decentralization, it is planned that from 1964 there will be sufficient primary teachers in service.

An experiment in the training of primary school teachers is being made. This takes the form of a teacher training college, recently founded, which prepares young graduates or candidates who have failed in their baccalaureate. They are being gathered together and given training as primary school teachers. The results obtained so far have been excellent.

(The meeting rose at 4.40 p.m.)



## FIFTEENTH PLENARY SESSION

*9.30 a.m. Thursday 11 July, 1963*

*Chairman: Mr. B. TUNCEL*

### VOTE ON DRAFT RECOMMENDATION NO. 56 ON THE ORGANIZATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE

The Chairman said that the Conference would proceed to vote on Recommendation No. 56 on the organization of educational and vocational guidance. He recalled that the usual procedure was to give the floor to a delegate who would speak in favour of each amendment and then to a delegate who would express contrary views, the Chairman-Rapporteur also being entitled to submit his point of view.

### TEXT OF DRAFT RECOMMENDATION No. 56

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the first of July, nineteen hundred and sixty-three for its twenty-sixth session,

Adopts on the ..... of July, nineteen hundred and sixty-three, the following recommendation :

The Conference,

(a) Considering that educational and vocational guidance should afford to everyone the most complete development of his aptitudes, the full employment of his capabilities and the expansion of his personality

(b) Considering that educational and vocational guidance is becoming more and more essential for meeting, by raising the standard of knowledge and qualifications, the situation caused by the speeding up of technical, economic and social development and for ensuring a rational utilization of all human resources,

(c) Considering that the development of society cannot be ensured if the majority of persons have no possibility of choosing a profession which corresponds with their interests and aptitudes and have no satisfaction in practising in the profession chosen,

(d) Considering that the concept of guidance is evolving continuously and that such guidance now appears to be a continuous process closely linked with the educational activities of the school,

(e) Considering both the constant growth in school enrolments and the necessity of providing individual advice for pupils from the age when they begin to become aware of their responsibilities in regard to the community in which they will be required to adjust themselves and play their part as useful members,

(f) Considering that guidance will be all the more effective if founded on a thorough knowledge of the child and if such knowledge is obtained by observation of him during a sufficiently long period at various stages of his development and in regard to various aspects of his behaviour,

(g) Considering that guidance can provide a connecting link between the school and work, and affect the structure, organization and content of education, as well as economic and social planning,

(h) Considering that an adult may at certain times of his career find himself faced with the necessity of changing his occupation, or may wish to equip himself with higher qualifications,

(i) Considering that the possibilities of extending the work of guidance are, despite all, dependent upon the stage of progress both of education and of economic and social development in the particular country or in regions of that country,

(j) Considering that educational and vocational guidance cannot be effective unless steps are taken to ensure that education is free, that material assistance is provided for pupils when this is necessary, and that there is no racial or social discrimination,

(k) Considering that several recommendations adopted in recent years by the International Conference on Public Education, particularly Recommendation No. 25 concerning the development of psychological services in education and Recommendation No. 49 concerning the recruitment and training of technical and scientific staff, respectively adopted on the 28th of June, 1948 and the 5th of July, 1954, contemplate steps in regard to the development of educational and vocational guidance,

(l) Considering moreover the Recommendation on vocational guidance and advice which was adopted by the General Conference of the International Labour Organization on the 8th of June, 1949, the Recommendation concerning vocational training adopted by the General Conference of the International Labour Organization on the 6th of June, 1962, and the Recommendation concerning technical and vocational education which was adopted by the General Conference of Unesco on the 11th of December, 1962,

(m) Considering also the recommendations and resolutions adopted at non-governmental level and which deal with one or more aspects of educational and vocational guidance,

(n) Considering that in spite of similar aspirations, countries in very different positions will reach varied solutions of the problem of the organization of educational and vocational guidance,

Submits to the Ministries of Education of the different countries the following recommendation :

#### I. NATURE OF EDUCATIONAL AND VOCATIONAL GUIDANCE

1. Today, responsible authorities find themselves faced with differing concepts or systems of educational and vocational guidance. These differing

systems, although relating to distinctive problems and needs, may, in certain of their aspects, influence and even supplement each other; therefore these should not be regarded as incompatible. Faced with the necessity of choosing between these differing systems countries should take note of the existing systems.

2. The oldest system of extra school professional and vocational guidance is founded on long experience in several countries.

3. Some countries prefer to base the whole system of education upon vocational information and guidance without organizing any special services. They will be prompted by a concept of education, which favours an introduction to work and makes the pupil realize his responsibility as a future producer.

4. Others favour giving a guidance character to the structure of secondary education itself, with a first stage taking in observation and guidance classes, leading to differentiated studies on the secondary level, this system harmonising the existence of educational and vocational guidance services outside school, but participating with it in guidance.

5. Still other countries prefer continuous educational and vocational guidance to be given in schools, through consultative and advisory services, which follow the pupils in their physical and intellectual development, help them solve their personal problems and give them guidance in the decisions they are required to make concerning their future.

6. In addition, the responsible authorities should take account of such features as: (a) the structure of the educational system, its existing particularities and the possibilities of changing it; (b) any existing provision of guidance; (c) the material or other resources available in the country to make possible the provision of guidance; (d) their country's economic and social life and the present and future stages of development.

## II. GENERAL PRINCIPLES

7. Whatever system is adopted by the responsible authorities it is important that they should have regard to certain general principles which are applicable in various situations.

8. By investigating the aptitudes, interests and physical capacity of the individual and by informing him about the vocations and the various opportunities open to him, guidance should help him to choose both his course of study and his vocation and enable him to know both himself and his possibilities.

9. Moreover, consideration should be given to the social and economic evolution of the country, the present and future needs of society, while at the same time guaranteeing the freedom of choice of the individual. This means that guidance has a responsibility both to the individual and to society.



10. It should be compulsory to provide both educational and vocational guidance which should be available to pupils at all levels. Pupils should be encouraged to take advantage of these services but should never be compelled to select a path which would be unsuited either to their interests or their abilities.

11. The educational and vocational services organized by public authorities should be free in order that no person wishing to make use of them may be prevented by financial considerations from so doing.

12. Education authorities should assume the primary responsibility for educational guidance but for vocational guidance the education authority should share the responsibility with the authority responsible for the services concerned with labour and industry, social welfare, youth welfare, etc.

13. Whatever be the existing system of guidance it is desirable that there should be a permanent advisory body on which all interested parties should be represented.

14. Sufficient means should be made available to allow the progressive extension of the guidance system to all young people, in all regions, rural as well as urban, and to all levels of education.

15. Countries which do not yet have sufficient means to organize a generalised system of guidance can undertake the setting up of a certain number of pilot centres. These could serve as models and could be extended gradually to the whole country.

### III. GUIDANCE TECHNIQUES AND PROCEDURES.

16. Whatever the system adopted, it is essential that guidance is based on the study and observation of each individual, taking account of all aspects of his personality, his intellectual, emotional and physical development, his school results, and family and social circumstances which exercise an influence on his behaviour.

17. Applied psychology tests destined to measure the level of intelligence and to uncover the aptitudes and interests should be scientifically formulated, sufficiently varied and adapted to take account of the characteristics of the country and of its various social and cultural levels.

18. In any programme of educational and vocational guidance, knowledge of the development and potentialities of each young person should be based not only on what is revealed by psychological testing but also on the results of achievement examinations, school marks, health and physical data, as well as home and environmental information; the collaboration of the parents is indispensable.

19. It is essential that a cumulative record card be kept throughout the pupil's school life and should include all aspects of his development such as scholastic achievements and day to day behaviour. It should be compiled by a competent teacher.

20. In all systems of vocational guidance, it is essential that a series of personal interviews should take place to gain the confidence of the pupil and his family. Such interviews should also help the pupil to get to know himself better, and to understand the recommendations made to him.

21. Very great importance should be given to information on the vocations and on the courses of study necessary for them ; such information concerns the parents as well as the pupil and should be integrated with the educational and vocational guidance system and formulated with the cooperation of the specialized service and widely disseminated among the public by means of brochures, lectures, newspapers, films, radio and television.

22. Whether by practical work in schools or as in some countries by visits to, or by working in, industrial undertakings, pupils should gain experience which will help in the vocational guidance programme.

23. Despite inevitable difficulties methods must be used to follow up those who have received guidance. Such follow-up would not only help the individual but the results would help with the evaluation and the systematic and continuous improvement of guidance methods. Such research could be carried out by an appropriate service.

#### IV. STAFF RESPONSIBLE FOR GUIDANCE.

24. Where psychological techniques are employed in school or in vocational guidance the persons responsible for these tests should have received advanced training in using these techniques.

25. Wherever educational and vocational guidance services are not centred within the schools themselves, the officers providing these services should hold a diploma in vocational guidance and have taken a special course, if possible to an advanced level, in applied psychology, or in economic or in social science and have had experience in problems relating to education, labour and youth welfare ; such specialists can be assisted by staff having a smaller degree of qualification.

26. In countries where vocational information and guidance are integrated in the educational system it is important for one or more members of the teaching staff to receive training for the work and be well informed about different vocations and courses of study ; moreover, a short course in the principles, methods and practice of educational and vocational guidance should be included in the curriculum for the training of teachers.

27. In countries where guidance, although some times undertaken by certain teachers, constitutes a separate part of the education programme, it is desirable that such teachers be properly trained for this special task ; it should be ensured that their respective duties as counsellors and as teachers are equitably allotted in order that they may be able to devote sufficient time to each of their two types of duties.

28. All guidance personnel should carry out their duties in continuous collaboration with the teachers as well as with the other members of the school staff (doctor, psychologist, welfare worker).

29. It is essential that teachers of classes at a junior level of secondary education, where this level serves as a guidance stage, be acquainted with all pertinent techniques necessary to lead pupils towards the differentiated courses provided at the senior level.

30. The methods of vocational guidance and information should be constantly revised and brought up to date, and the officers who are responsible for giving the guidance should have adequate means and opportunity of improving their professional qualifications.

31. Wherever it is necessary for educational and vocational guidance services to engage specialist staff who are not members of the teaching profession, conditions of service should be laid down to govern the profession of such specialist staff, and their salaries should be fixed, consideration being given to the formal qualifications and the training required for the performance of their duties.

32. The authorities responsible for the educational and vocational guidance services should formulate principles of professional etiquette for their officers.

#### V. INTERNATIONAL ACTION

33. Countries which lack the financial resources and qualified staff for the organization or development of educational and vocational guidance should be able to receive from other countries or from international organizations technical assistance in the form of visits by experts, scholarships for study and travel, provision of materials, funds, etc.

34. All countries, whatever be the nature of stage or the development which characterises their system of guidance, should take into account the example offered by the experiences of others; it is consequently important that encouragement be given not only to the exchange of publications but also to personal contacts by means of exchanged visits, practical courses of study and courses attended by persons from different countries who are interested in guidance problems.

35. Encouragement should be given to the carrying out of comparative studies which show the similarities and differences between existing systems of guidance; not only would this give useful information but it would stimulate healthy competition between one country and another.

#### VI. IMPLEMENTATION OF THE PRESENT RECOMMENDATION.

36. It is important that the text of this recommendation should be widely diffused by Ministries of Education, the school authorities, educational documentation centres, national and international vocational guidance associations and teachers' or parents' associations, etc.; the educational press, both official and private, should play a large part in the



diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

37. In countries where it seems necessary, Ministries of Education are invited to request the appropriate bodies to undertake certain activities such as : (a) to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries ; (b) to consider the advantages and disadvantages of implementing each of the clauses not yet in effect ; (c) to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country ; and (d) to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.

38. Unesco regional centres, with the collaboration of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions in question.

The CHAIRMAN-RAPPORTEUR proceeded to the discussion on the proposed amendments.

#### *Considerations (a) and (b)*

Mr. ELLIOT (*Liberia*) supported the amendment submitted by his delegation proposing to merge Considerations (a) and (b) into one single Consideration to read : "Considering that educational and vocational guidance affords everyone a complete development of his aptitudes, capabilities and personality, and that vocational and educational guidance is becoming an essential tool in all phases of modern developments caused by the speeding up of technical, economic and social progress in the utilization of all human resources".

The CHAIRMAN-RAPPORTEUR opposed this amendment.

*(Considerations (a) and (b) were adopted by 35 votes to 4 with no abstentions, in their original text).*

#### *Consideration (c)*

Mr. BENT (*Jamaica*) supported his delegation's amendment proposing to replace the word "profession" by the word "vocation" in both places in the English text.

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(Consideration (c) thus amended in English was adopted without discussion).*

#### *Considerations (d), (e) and (f).*

*(Adopted without discussion.)*

*Consideration (g)*

Mr. THOMAS (*France*) supported his delegation's amendment proposing to redraft this Consideration to read: "Considering that guidance can constitute a connecting link between the school and work, affect the structure, organization and content of education as well as contribute to the success of the country's economic and social planning,".

*(This Consideration as amended was adopted without discussion.)*

*Consideration (h)*

*(Adopted without discussion.)*

*Consideration (i)*

Mr. BENT (*Jamaica*) supported his delegation's amendment proposing to replace the words "despite all" by the words "despite what may be ideal".

The CHAIRMAN-RAPPORTEUR opposed the amendment.

Mr. BENT (*Jamaica*) withdrew his amendment.

*(The Consideration was adopted without modification.)*

*Consideration (j)*

Mr. IN'T ZANDT (*Netherlands*) supported his delegation's amendment to replace the last words "no racial or social discrimination" by the words "no racial, social or other discrimination".

Mr. EGGER (*Switzerland*) made reservations regarding this text in view of the fact that the relevant Unesco Convention had not yet been adopted by all countries.

The CHAIRMAN-RAPPORTEUR supported the amendment submitted by the Netherlands delegation.

*(The amendment was adopted by 51 votes to nil, with no abstentions.)*

Mr. BENT (*Jamaica*) supported his delegation's amendment proposing to replace the words "education is free" by the words "educational opportunities are equally available to all,".

Mr. SINGARE (*Mali*) opposed the amendment, declaring himself in favour of the original text.

The CHAIRMAN-RAPPORTEUR supported the original text.

*(The amendment was rejected by 27 votes to 5, with 14 abstentions.)*

*Considerations (k), (l), (m) and (n)*

*(Adopted without discussion.)*

*Clauses 1 to 5*

Mr. ALDRIDGE (*United Kingdom*) supported his delegation's amendment proposing to insert at the end of clause 1 the words "as described in the following paragraphs" and renumber clauses 2, 3, 4 and 5, by the letters (a), (b), (c) and (d).

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(The amendment was adopted by 25 votes to 14, with 18 abstentions.)*

*Clause 2 (now paragraph (a) of Clause 1)*

*(Adopted without discussion.)*

*Clause 3 (now paragraph (b) of Clause 1)*

Mr. IN'T ZANDT (*Netherlands*) submitted his delegation's amendment proposing to replace at the end of this clause the words "makes the pupil realise his responsibility as a future producer" by the words "makes the pupil aware of his future responsibilities towards society".

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(Adopted without discussion.)*

*Clause 4 (now paragraph (c) of Clause 1)*

Mr. BELARBI (*Morocco*) submitted his delegation's amendment proposing to re-draft this clause as follows: "Others favour giving a guidance character to the structure of secondary education itself, either with differentiated stages from the beginning of the secondary level onwards, or with a first stage taking in observation and guidance classes and leading to differentiated studies on the secondary level, or again with a simultaneous use of these two systems, harmonizing with the existence of educational and vocational guidance services outside school, but participating with it in guidance".

The CHAIRMAN-RAPPORTEUR opposed that amendment.

*(The amendment was rejected by 36 votes to 8 with 3 abstentions.)*

*Clause 5 (now paragraph (d) of Clause 1)*

*(Adopted without discussion.)*

*Clauses 6 and 7*

*(Adopted without discussion.)*

*Clause 8*

Mr. BENT (*Jamaica*) submitted his delegation's amendment proposing to replace the words "interests and physical capacity" by the words "interests and capacity, intellectual and physical".



The CHAIRMAN-RAPPORTEUR accepted that proposal.

*(The amendment was adopted without discussion.)*

*Clause 9*

Mr. BENT (*Jamaica*) submitted his delegation's amendment proposing to amend line 2 (English text) to read "the present and future needs of its society".

Mr. SANGARE (*Mali*) and the CHAIRMAN-RAPPORTEUR advised that the amendment be rejected.

Mr. BENT (*Jamaica*) withdrew his amendment.

*(Clause 9 was adopted in its original form.)*

*Clause 10*

Mr. ELLIOT (*Liberia*) supported the amendment submitted by his delegation proposing to delete the words "It should be compulsory to provide ..." and insert "Educational and vocational guidance should be made available to pupils at all levels..."

Mr. THOMAS (*France*) and the CHAIRMAN-RAPPORTEUR advised that the amendment be rejected.

Mr. BENT (*Jamaica*) submitted his delegation's amendment proposing to replace the words "It should be compulsory to provide" by the words "It should be the duty of each country to provide..."

Mr. THOMAS (*France*) supported this amendment.

The CHAIRMAN-RAPPORTEUR said he would prefer to keep to the original text.

*(The last amendment was adopted by 27 votes to 7 with 14 abstentions.)*

*Clause 11*

*(Adopted without discussion.)*

*Clause 12*

Mr. BATEMAN (*Canada*) submitted his delegation's amendment proposing to replace the words "share the responsibility with the authorities" by the words "maintain liaison with the authorities..."

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(The amendment was adopted by 22 votes to 18, with 12 abstentions.)*

Mr. DUGAN (*United States*) withdrew his delegation's amendment, proposing to replace the words "share the responsibility with the authorities" by the words "should cooperate with the authorities..."

Mr. BELARBI (*Morocco*) withdrew his delegation's amendment proposing to begin this clause with the following words: "In countries where educational and vocational guidance are not integrated, education authorities should assume...".

Mr. LUKUSA (*Congo, Leopoldville*) supported his delegation's amendment proposing to redraft the Clause as follows: "The school authorities cannot alone assume the responsibility for educational guidance; an extra-scholastic service as well must necessarily take part in order to ensure that the establishment does not provide guidance by means of which the pupils are directed towards the section organized as part of its own programme and not towards others".

Mr. GAUTHY (*Belgium*) supported the amendment.

Mr. THOMAS (*France*) and the CHAIRMAN-RAPPORTEUR opposed the amendment.

*(The amendment was rejected unanimously.)*

Mr. ALDRIDGE (*United Kingdom*) supported his delegation's amendment proposing to substitute, in the English text, the word "authority" by the word "authorities".

*(The amendment was adopted without discussion.)*

#### Clause 13

*(Adopted without discussion.)*

#### Clause 14

Mr. BENT (*Jamaica*) submitted his delegation's amendment proposing to add after the words "Sufficient means should be available" the words "by governments".

The CHAIRMAN-RAPPORTEUR opposed the amendment.

Mr. BENT (*Jamaica*) withdrew his amendment.

*(The Clause was adopted in its original form.)*

#### Clause 15

Mr. ALDRIDGE (*United Kingdom*) supported his delegation's amendment proposing to replace, in line 2 of the English text, the word "can" by the word "should".

*(The amendment was adopted without discussion.)*

#### Clause 15 bis

Mr. LUKUSA (*Congo, Leopoldville*) supported his delegation's amendment proposing to insert a new Clause 15 bis to read: "In countries where

the number of positions offered (in education or in the business sector) is less than the number of those seeking positions, any tendency for guidance to become mere selection should be avoided; it is important that the other sectors be left with the task of selecting for the various fields and that guidance be given within already selected groups."

Mr. DUGAN (*United States*) and the CHAIRMAN-RAPPORTEUR opposed the amendment.

*(The amendment was rejected by 43 votes to 4, with 5 abstentions.)*

#### Clause 16

Mr. ELLIOT (*Liberia*) withdrew the amendment submitted by his delegation which proposed to replace at the beginning of the Clause the words "Whatever the system adopted" by the words "In any system of vocational guidance..."

*(The Clause was adopted without discussion.)*

#### Clauses 17 and 18

*(Adopted without discussion.)*

#### Clause 19

Mr. THOMAS (*France*) submitted his delegations' amendment proposing to redraft the end of the Clause as follows: "It should be compiled by sufficiently competent teachers".

The CHAIRMAN-RAPPORTEUR supported the amendment.

*(The amendment was adopted unanimously.)*

Mr. OITTINEN (*Finland*) supported his delegations' amendment proposing to add at the end of the Clause the words: "These records are to be kept confidential and can be used only for helping educational and vocational guidance".

The CHAIRMAN-RAPPORTEUR supported the amendment.

*(The amendment was adopted unanimously.)*

Mr. BENT (*Jamaica*) supported his delegation's amendment proposing to add at the end of the Clause, after the words "by a competent teacher", the words "who is in daily rapport with him as he progresses through various stages of education. The record should be available to those concerned with vocational guidance of the pupil from time to time".

The CHAIRMAN-RAPPORTEUR opposed the amendment.

Mr. BENT (*Jamaica*) withdrew his amendment.



*Clause 20*

Mr. DUGAN (*United States*) supported his delegation's amendment proposing to replace at the end of the Clause the words "the recommendations made to him" by the words "the opportunities open to him."

The RAPPOREUR-CHAIRMAN supported the amendment.

*(The amendment was adopted without discussion.)*

*Clause 21*

Mr. THOMAS (*France*) supported his delegation's amendment proposing to begin the Clause as follows: "In all systems of guidance it is essential that importance be given to..."

The CHAIRMAN-RAPPOREUR supported the proposal.

*(The amendment was adopted without discussion.)*

*Clauses 22 and 23*

*(Adopted without discussion.)*

*Clause 24*

Mr. GARCIA Hoz (*Spain*) supported his delegation's amendment proposing to redraft the end of the Clause to read: "...persons responsible for these tests should possess qualifications in psychology or education and have taken courses at higher level."

Mr. HENRICSON (*Sweden*) opposed the amendment.

The CHAIRMAN-RAPPOREUR supported the original text.

*(The amendment was rejected by 31 votes to 8, with 10 abstentions.)*

*Clause 25*

Mr. HENRICSON (*Sweden*) supported his delegation's amendment proposing to redraft the middle of the Clause to read: "in applied psychology and in science and in economic and social sciences, or have had experience in problems relating to education, labour and youth welfare;"

The CHAIRMAN-RAPPOREUR supported the proposal.

*(The amendment was adopted without discussion.)*

*Clauses 24 and 25*

Mr. BELARBI (*Morocco*) withdrew his delegation's amendment which was to delete Clause 24 and begin Clause 25 with the following words: "Responsibility for educational and vocational guidance services should be given to officers holding a diploma..."

*Clauses 26, 27, 28, 29, 30 and 31*

*(Adopted without discussion.)*

*Clause 32*

Mr. DUGAN (*United States*) supported the amendment submitted by his delegation proposing to redraft the Clause to read: "Professional authorities and organizations responsible for the educational and vocational guidance services should formulate principles of professional ethics to guide them in their duties and professional relationships."

The CHAIRMAN-RAPPORTEUR supported the amendment.

*(The Clause thus amended was adopted.)*

*Clause 33*

*(Adopted without discussion.)*

*Clause 34*

Mr. GARCIA HOZ (*Spain*) supported his delegation's amendment proposing to insert after the words "exchange of publications but also" the words "to the conducting of parallel or supplementary research work arranged in advance," and before the words "to personal contacts...".

The CHAIRMAN-RAPPORTEUR explained that the idea of comparative research was embodied in the following Clause; he formally opposed the amendment.

*(The amendment was rejected by 27 votes to 11, with 19 abstentions.)*

*Clause 35*

Mr. BENT (*Jamaica*) supported his delegation's amendment proposing to replace the words "would stimulate healthy competition between one country to another" by the words "but it might stimulate valuable adaptations of existing systems."

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(The amendment was adopted.)*

Mr. SANGARE (*Mali*) supported his delegation's amendment proposing to insert at the end of the clause the following words: "For the purpose, there could be set up offices, possibly common to several States, as well as a permanent coordinating committee attached to an international body."

Mr. EGGER (*Switzerland*) and the CHAIRMAN-RAPPORTEUR opposed the amendment.

The CHAIRMAN recalled that Unesco and its various specialised offices already carry out the work suggested by the Mali delegation.

*(The amendment was rejected by 38 votes to 17, with 13 abstentions.)*

*Clauses 36, 37 and 38*

*(Adopted without discussion.)*

The CHAIRMAN put to the vote the whole of Recommendation No. 56 on the organization of educational and vocational guidance, taking into account the amendments which had been adopted during the meeting.

*(Recommendation No. 56 on The Organization of Educational and Vocational Guidance was adopted unanimously.)*

*(The meeting rose at 11.20 a.m.)*

## SIXTEENTH PLENARY SESSION

*3 p.m. Thursday, 11th July 1963*

*Chairman: Mr DELL'ORO MAINI*

### REPORT FROM MALI

Mr. DIOP (*Mali*) replied to questions of general interest put to him by Miss LAVALETTE (*Algeria*), Mr. COULON (*Belgium*) and Mr. CHARDON (*France*). He will reply in writing to questions put by Mr. TAKI (*Mauretania*), Mr. EL MACHRAFI (*Morocco*) and Mr. NADEJDE (*Rumania*).

The reforms carried out during 1962 were specially directed towards forming the national personality. In future, education must enable the most gifted children to rise to the highest posts, after having received adequate training.

The mathematics and science syllabuses have been revised so as to meet present-day needs. The history syllabuses have also been changed. African history has been introduced in addition to French history.

80% of the population is illiterate. A special service is now drawing up special school text-books for the populations in isolated regions, in co-operation with inspectors.

### REPORT FROM INDIA

Mr. SUNDARAM (*India*) replied to questions of general interest put to him by Mr. MARKOUCHEVITCH (*U.S.S.R.*), Mr. WONGSAYUNHA (*Thailand*), Mr. DUROSIMNI-ETTI (*Nigeria*), Mr. EGGER (*Switzerland*), Mr. GUZMÁN NAVA (*Mexico*), Mr. EL MACHRAFI (*Morocco*) and Mr. ALLCOCK (*United Kingdom*). He will reply in writing to questions put by Mr. PHONEKEO (*Laos*), Miss LAVALETTE (*Algeria*) and Mrs. ISMAIL (*Iraq*).

The progressive methods used at the various educational levels should not be confused with "basic education" which corresponds to the primary level. Greater use is made of audio visual methods etc, while the pupils' social background is taken into account at the basic level and courses in practical work are introduced. The Government undertakes the publication of school textbooks. Several regional languages are used in the schools according to the different states.



In the secondary schools there is a special adviser whose duty it is to give educational and vocational guidance. Later on each school will have a teacher specialising in guidance.

The rate of illiteracy is still rather high.

Measure have been taken to develop the teaching of scientific subjects in the secondary schools. In 25% of the schools the pupils are allowed to choose between several different kinds of scientific education.

#### REPORT FROM IRAQ

Mrs. ISMAIL (*Iraq*) replied to questions of general interest put to her by Mr. BURUNDARENA (*Argentina*), Mr. DUGAN (*United States*), Mr. NAGM-EL-DIN (*Qatar*), Mr. MUTAWA (*Kuwait*) and Miss LAVALETTE (*Algeria*). She will reply in writing to a question put by Mrs. NOVOSEL (*Yugoslavia*).

Since the February revolution great efforts have been made in the field of educational planning. A higher council, composed of members representing different spheres of interest, is responsible for directing pupils to technical schools. This development in technical education had led to further industrialisation in order to provide posts in industry for qualified people.

In order to persuade pupils in rural schools to remain and work in the country, great efforts are made in drawing up the syllabuses of these schools. Iraq has one State university in Baghdad and a private university at Al-Hikma. This last is subsidised by the Government.

All private infant schools depend from the private primary schools. At present primary school teachers are trained in three-year primary training schools, but as from next autumn qualified students from secondary schools will be admitted to teacher training institutes, where the courses will last two years.

#### REPORT FROM THE PHILIPPINES

Mr. GAFFUD (*Philippines*) answered questions of general interest from Mr. DUROSINMI-ETTI (*Nigeria*), Mr. WONGSAYUNHA (*Thailand*) and Miss PAYN (*United Kingdom*).

The eight higher education government schools distributed throughout the country prepare primary school teachers who are all holders of the baccalaureate. Besides the general four-year programme, some of these schools offer a two-year course leading up to the diploma. This is rather a special course dealing with the teaching of science, English and other modern languages.

The very high increase in the birth-rate in the Philippines has obliged the Government to open a very large number of primary classes. Consequently, 15,000 new classes have been started, which helps partly to absorb the abundance of primary school teachers. There are still, however, too many of these teachers. That is why everything is being tried to encourage them to continue their training up to diploma level.

In connection with vocational guidance, apprenticeship courses have been carried on for two years in the Philippines. A State College has been

established to provide such courses. Foremen are trained there, and training is mainly given to specialised workers in the fields of building and printing.

There is a joint plan between the Governments of the Philippines and of the United States for the purpose of providing school text-books to pupils in the higher secondary schools.

#### REPORT FROM MOROCCO

Mr. EL MACHRAFI (*Morocco*) answered questions of general interest from Mr. NGUYEN VAN BUONG (*Viet-Nam*), Mrs. NOVOSEL (*Yugoslavia*) and Mrs. RAKOTOFIRINGA (*Madagascar*). He would reply in writing to questions from Mr. CHARDON (*France*), Mr. LO GATTO (*Italy*) and Mr. KHANLARI (*Iran*).

Up to last year, pupils who were finishing their primary education either took the examination to obtain the primary certificate or the secondary school examination. Candidates for the first examination are the less gifted pupils who are suitable for vocational training whereas the candidates for the second examination are pupils aged from 10 to 12 who have shown that they possess sufficient intellectual aptitudes to enable them to follow secondary studies successfully. This year, taking into account the fact that, among this last category of pupils, some may be handicapped and thus relinquish their secondary studies, the Ministry of National Education has decided that successful passing of the qualifying examination for secondary education will automatically entitle the student concerned to receive the certificate issued at the end of primary school studies.

Intermediate technical education includes the following sections: mechanical and electrical trades, the building trade, the book trade, hotel-keeping, watch-making, trades reserved for women and commercial and agricultural occupations.

So that a majority of Moroccan students may follow the secondary education stage as rapidly as possible, this has been reduced by one year and now includes two stages of three years each. From the fourth secondary class onwards, i.e. the first class in the second stage, pupils may enter the stream of their choice: ancient and modern literature, experimental science, mathematics or economic sciences.

#### REPORT FROM TURKEY

Mr. ERTEM (*Turkey*) answered questions of general interest from Mr. GARCIA ELORRIO (*Argentina*), Mr. BELLAHSENE (*Algeria*), Mr. CHARDON (*France*) and Mr. DUGAN (*United States*). He would reply in writing to questions from Mr. KORCHOUK (*Byelorussian S.S.R.*), Mr. WONGSAYUNHA (*Thailand*), Mr. BENNOUR (*Tunisia*), Mr. NGUYEN VAN BUONG (*Viet-Nam*), Mr. NADEJDE (*Rumania*), and Mr. DUROSINMI-ETTI (*Nigeria*).

The correspondence training centre is mainly intended to assist teachers in technical and vocational schools in their work or to complete their training. This centre has been operating for two years and questions submitted by the teachers are answered in writing. Teachers also receive

model programmes on the various technical subjects to be taught and can ask for clarification on any points which are not clear to them.

The work of the teachers is assessed by inspectors carried out in the various fields, such as administration, work in class, the use of text-books, extra-scholastic activities, etc. The grading recently adopted for estimating the value of a teacher in these various fields uses the following three classifications: "to be re-examined", "average" or "excellent".

A science lycée will be opened in 1964-1965. It will take the pupils who are most gifted scientifically, as determined by aptitude tests, the judgment of the class teacher, study of school reports and competitive examinations. Future teachers for this lycée are already trained and work in institutes.

Nine inspectors work as professors of specialised subjects in the regional teacher training colleges and as advisers to candidates for instruction in the urban and rural pilot schools as well as to teachers in neighbouring schools. Each regional teacher training college has six or seven of these pilot schools under its supervision. The nine inspectors travel from one rural school to another, supervising the work of the pupil teachers working there and giving them guidance about the communal development which these schools are called upon to promote in rural or isolated areas.

#### REPORT FROM ARGENTINA

Mr. BURUNDARENA (*Argentina*) replied to questions of general interest put to him by Mr. PODESTA (*Uruguay*), Mr. GUZMÁN NAVA (*Mexico*), Mr. NGUYEN VAN BUONG (*Viet-Nam*) and Mr. ALLCOCK (*United Kingdom*). He will reply in writing to questions put by Mr. GARCIA HOZ (*Spain*), Mr. LO GATTO (*Italy*), Mr. CHARDON (*France*) and Mr. BELLAHSENE (*Algeria*).

On page 10 of the English and French texts of the report on Argentina the figure given for the total educational budget is not correct. The amount should be 10,000,000,000 Argentine pesos.

Argentina has too many primary school teachers (some 100,000 more than needed). It has therefore drawn up a draft plan of co-operation with the Organisation of American States with a view to detaching some of them to other American countries where there is a shortage of primary teachers.

Religious education forms part of the curriculum in primary schools but the pupils are not obliged to follow it. Since 1959 religious education has not been compulsory at the secondary level and above.

In certain provinces there are bilingual schools, including kindergartens, because in these regions there are sometimes many foreign communities.

There are organisations of teachers whose members teach in the homes of physically handicapped children who cannot attend primary schools.

The higher institute responsible for the further training of teachers also carries out research in the field of psychopedagogy.

*(The meeting rose at 5.10 p.m.)*



## SEVENTEENTH PLENARY SESSION

*9.30 a.m. Friday 12th July, 1963*

*Chairman: Mr. B. TUNCEL*

### VOTE ON DRAFT RECOMMENDATION No. 57

ON

### THE SHORTAGE OF PRIMARY TEACHERS

The CHAIRMAN announced that the Conference would proceed to the vote on Draft Recommendation No. 57 concerning the struggle against the shortage of primary teachers.

### TEXT OF DRAFT RECOMMENDATION No. 57

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the first of July, nineteen hundred and sixty-three for its twenty-sixth session,

Adopts on the . . . . . of July, nineteen hundred and sixty-three, the following recommendation :

The Conference,

(a) Considering that the shortage of primary teachers<sup>1</sup> and the recruitment crises are felt in a large majority of countries,

(b) Considering that the shortage of primary teachers constitutes not only a bar to the quantitative expansion of education but also injuriously affects the quality of education,

(c) Considering that the shortage of teachers felt at the primary education level raises serious problems for all countries and particularly for those which have not yet reached the stage of compulsory education,

(d) Considering that, in the majority of developing countries, the task of primary teachers is to be in the forefront of those working for community development in rural areas,

(e) Considering that it is urgent to proceed to a thorough analysis of the many causes as well as the range and characteristics of the shortage in each of the countries affected,

(f) Considering the intensity of educational needs and the continuous growth of school population, which are becoming evident in all countries of the world,

<sup>1</sup> The expression "primary teacher" used throughout this draft recommendation is equivalent to the expression teacher in primary education or teacher at the primary level.

(g) Considering that, among the steps to be envisaged in the solution to the problem of the shortage of primary teachers, it is desirable to resort in the first place to those which have the least effect on educational efficiency,

(h) Considering its previous recommendations and especially Recommendations No. 36, 37 and 55, adopted by the Conference at its sixteenth and twenty-fifth sessions, which concern respectively primary teacher training, the status of primary teachers, and the further in-service training of primary teachers,

(i) Considering that, in spite of similar aspirations, different countries will reach different solutions of the problem of the shortage of primary teachers,

Submit to the Ministries of Education of the different countries the following recommendation :

### I. STUDY OF THE CAUSES OF THE SHORTAGE OF TEACHERS

1. The measures taken to overcome the shortage of primary teachers should be based on objective data as revealed by scientific research and surveys devoted to the economic, social and cultural causes of the shortage as well as on the advantages and disadvantages, including especially the practicability and advisability of the various solutions envisaged.

2. In all countries where there is a shortage of teachers and particularly in those where it constitutes a serious threat to the development of primary education, studies of this kind are indispensable and should involve the collaboration of all bodies capable of giving assistance.

3. In those countries having one or several educational planning authorities, such studies, together with an assessment of the steps required, should be undertaken or commissioned by those authorities.

4. In view of the complexity of the problem, a study of the nature and the evolution of the shortage of primary teachers cannot be restricted to research into causes of a purely educational nature but should take into account other factors which may also lie at the origin of the shortage.

5. The permanent or temporary character of each of the causes discovered in this way, their inter-relationships and their probable trends—either to worsen, to stabilise, or to disappear, should also be established.

6. One of the points in all preliminary studies on the shortage is population trends; it is necessary to evaluate up to what point the supply problem is related to variations in the birthrate and to population shifts, and to forecast the consequences of future populations trends.

7. In countries where the principle of compulsory education is not applied in its entirety, such studies should also establish to what extent the lack of teachers may mitigate against or delay its fulfilment.

8. Countries where the extension of compulsory education constitutes one of the determining causes of the shortage should undertake an investigation into teacher requirements due to this extension.

9. Conditions of service for men and women teachers, and their frequently low remuneration, are very often considered as principal causes of the shortage of primary teachers; comparative studies of the status of members of other professions with equivalent qualifications and responsibilities should therefore be undertaken.

10. As the shortage may not be felt in equal proportions over a whole country, it will be necessary to study its distribution even within different areas as well as between urban or rural areas; it will be necessary furthermore to examine whether it is more marked as regards men or women.

11. Finally, it will be necessary to inquire into other causes, which, even if they are not so generalized as those mentioned above, can play a part in the crisis in teacher supply notified by some countries; these include extension of candidates' training, decrease in the number of pupils per class, reduction in the number of hours of work, transfer of primary teachers to other duties, to other levels or types of education as well as to other occupations.

## II. STEPS TO IMPROVE THE STATUS OF TEACHERS

12. So long as the living standards of primary teaching staff are not commensurate with their qualifications and responsibilities, recruitment difficulties or desertion from the profession must be expected; therefore among steps taken to combat the shortage of teachers, an especial importance must be attached to ensuring that their material conditions and social situation are at least as good as those of other members of the community with similar training and responsibilities.

13. It should not be necessary to advocate such an improvement of the material situation of teachers to those responsible for the financing of education, because in the general view, investment in education has become an essential basic long-term investment, the extension of education being closely linked to the economic and social development of nations.

14. It is essential that in all countries teaching staff be given an appropriate status governing economic, social and professional conditions; this status will greatly contribute to ensuring for primary teachers their rightful place in the community.

15. It is moreover necessary that wherever the teacher's status and social security (sickness insurance, life assurance, retirement conditions, etc.) is unfavourable as compared to that of other categories in public services, this detrimental inequality should be removed as soon as possible.

16. In those countries where the shortage of primary teachers is particularly acute in rural or isolated areas, compensatory measures should be offered in favour of rural teachers for example, special allowances,



housing and catering facilities, free transport facilities, free health services for their families, boarding and study facilities for their children, and access to free school ground for cultivation.

### III. STEPS TO FACILITATE TRAINING AND RECRUITMENT OF TEACHERS

17. Maintenance of the necessary balance between current and future requirements in teachers and their regular training possibilities must be a constant preoccupation of educational authorities, especially in those countries where the shortage of primary teachers is a sequel to the introduction, generalization or extension of compulsory education; every attempt should be made to create and develop progressively the training establishments necessary to provide the number of trained teachers needed to meet future requirements.

18. In view of the fact that it is more often in rural areas that the shortage of primary teachers is most in evidence, it is desirable that training establishments be opened in those areas, it being understood that the range and quality of their syllabuses be in no way inferior to that of urban area training establishments, while taking into account the environmental characteristics of each area.

19. In order to attract candidates to the teaching profession, it is desirable that authorities responsible for the recruitment of trainee-teachers as well as professional associations and teachers themselves should organize campaigns with a view to making known the characteristics of the profession; to this end, recourse can be had to the dissemination of publications, discussion groups, lectures, press articles, radio and television broadcasts, school visits, even short periods of pre-entry teaching practice possibly with the collaboration of vocational guidance services.

20. The experiments made in certain countries to facilitate the access of workers and employees to pedagogical studies should be followed with the greatest interest, whether these are evening training schools, training centres with a special timetable, or correspondence or radio courses, seminars, demonstrations, practical exercises etc; all the necessary facilities should be granted by employers, possibly with assistance from the State, to help this category of candidates for primary teaching.

21. Material assistance to trainee-teachers in its various forms appears to constitute one of the best means to encourage recruitment of candidates to primary education; these include free tuition and school supplies, granting of scholarships, reductions in hostel charges or free accommodation, allowances to compensate for lack of salary, presalaries.

### IV. EMERGENCY MEASURES FOR ACCELERATED TRAINING, IN-SERVICE TRAINING AND RECRUITMENT OF TEACHERS.

22. Despite its obvious shortcomings, accelerated or emergency training must be accepted in certain countries as a provisional solution, until numbers of regular trained teachers are up to strength; teachers who have

received such training should be encouraged to complete their full training at a later date.

23. Insofar as is possible, entry requirements for candidates to accelerated training should not be lower than those required for admission to the normal teacher training establishments.

24. It is mostly in regard to the duration of studies that emergency training differs from current pedagogical training; however even if shorter, the period of training should not be reduced too much, and as far as is practicable, the same standards of professional competence should be aimed at as in regular courses.

25. Particular attention should be paid to the formulation of curricula and syllabuses used in courses of accelerated training; a careful selection of the subjects taught, as well as their content, will permit the elimination of all matter considered as subsidiary, while retaining what is vital to the formative value of this type of intensive training. It is advisable that in view of the difficulties attached to this type of training, this should be entrusted to particularly capable and experienced teachers, both from the cultural and pedagogical viewpoints.

26. In many cases, education authorities have unfortunately been obliged to take teachers without any professional training. It should be understood, however, that this exceptional measure can only be a temporary expedient, especially in those countries having other means at their disposal in the struggle against the shortage of primary teachers.

27. When employment of staff without any previous professional training is unavoidable, great care should be exercised as regards the choice of candidates. In any event, it is essential that they should have a good general level of education and the required pedagogical capacities, and that they should feel drawn towards teaching. Such teachers should be offered regular in-service training opportunities in order to acquire necessary qualifications and attain the required professional level.

28. In matters relating to accelerated training for teachers without professional qualification, educational authorities should choose that which is most suitable for their respective countries; for example, regular courses, holiday courses, correspondence courses, seminars, practical work, demonstrations. Every facility must be given to teaching staff who need them to make use of these means of further training provided that regular recruitment of teachers is not affected by these exceptional measures.

29. Those teachers who have successfully followed an accelerated training course comparable with a regular course should be given the status and salary of a regular-trained teacher. Those whose accelerated courses do not attain the standard of the regular course but who subsequently repair their deficiencies by means of appropriate in-service professional training should be similarly treated. Those teachers without previous in-service courses organized for them should be given a status and salary equivalent to that of regular fully trained teachers.

## V. OTHER MEASURES

30. Where there is too marked a disproportion in the recruitment of teachers of one or the other sex, appropriate measures (information campaigns, for example) should be undertaken to remedy this. Among recommended measures to combat the shortage of primary teachers is that of offering married women teachers the opportunity of continuing their posts or of readmittance in those cases where they had resigned ; they should also be offered, where necessary, facilities such as transfer to posts near their homes or their husbands' place of work.

31. The eventual raising of the compulsory retirement age or the re-engagement of certain retired teachers, appear, insofar as their intellectual capacities and state of health allow it, to be one of the measures which can contribute to remedy the shortage of primary teachers. In those countries where teachers can retire when still in full possession of their faculties, it would be highly desirable to encourage them to remain actively employed.

32. There are certain measures of educational organization which can contribute to a more rational use of available teaching staff and which should be adopted where appropriate. These measures include especially the better geographical distribution of schools, amalgamation of small schools where pupil transport or the setting up of hostels allows this ; opening of complete one-teacher schools where the enrolment does not justify the presence of two or three teachers ; recourse to coeducation if the presence of both a man and woman teacher is not required, etc.

33. In very urgent cases, calls could be made upon primary teachers of specialised subjects to teach more general subjects, as long as measures are taken to help them towards full qualification.

34. In many countries, evening classes for adults could be taken by primary teachers, who would receive a special allowance which would contribute to an improvement in their material situation. Where qualifications are equal, the preference should be given to primary teachers already in service.

35. The danger cannot be emphasised too strongly, from the point of view of the efficiency of education, of a large increase in the number of pupils per class, a reduction in the pupils' timetable and the introduction of the shift system ; this latter measure could result in an increase of fatigue for the teacher and a decrease in the total hours of school attendance of the pupil ; however, where it is absolutely impossible to find another solution, such steps may be adopted on a purely provisional basis, in order not to deprive children of any education.

## VI. INTERNATIONAL COOPERATION

36. All forms of technical and financial assistance which will allow the opening of new training establishments for primary teachers are among the most effective means of combating the shortage of teachers,



especially in those countries where compulsory education for all is not yet in existence.

37. It is desirable that international education organizations such as Unesco should continue the experiments successfully carried out in developing countries which are suffering from a shortage of teachers by placing at the disposal of countries which ask for them experts to study the various aspects of the problem, and to suggest adequate means to resolve it. The organization of in-service training courses for insufficiently trained teachers and the production of teaching material adapted to the conditions in the countries concerned should be included among the tasks assigned to these experts. Technical assistance should also help in the supply of documentation dealing with experiments which have taken place elsewhere.

38. Technical assistance should place emphasis on the further training of teachers and on the necessity of each developing country meeting its own needs from its own resources. Although there are obvious advantages in the international exchange of teachers in cases where the employment of teachers from other countries is necessary, this measure should be accompanied by intensified training of teachers in the country concerned in order to avoid too great a dependence upon outside assistance.

## VII. IMPLEMENTATION OF THE PRESENT RECOMMENDATION

39. It is important that the text of this recommendation should be widely diffused by Ministries of Education, the school authorities for the level of education most directly concerned, educational documentation centres, national and international teachers' or parents' associations, etc.; the educational press, both official and private, should play a large part in the diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

40. Unesco regional centres, with the cooperation of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions concerned.

41. In countries where it seems necessary, Ministries of Education are invited to request the competent bodies to undertake certain activities, such as for example: (a) to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries; (b) to consider the advantages and disadvantages of implementing each of the clauses not yet in force; (c) to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country; and (d) to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.

The CHAIRMAN-RAPPORTEUR opened the discussion on the proposed amendments.

*Consideration (a)*

*(Adopted without discussion.)*

*Consideration (a) bis*

Mr. BAKOULA (*Congo, Brazzaville*) proposed to add a new Consideration (a) bis to read: "Considering that the lack of institutions in certain developing countries contributes to the shortage,".

*(The amendment was rejected.)*

Mr. NGUYEN VAN BUONG (*Viet-Nam*) proposed that the idea contained in the amendment might be expressed by adding, at the end of Consideration (a), the words "especially in the developing countries,".

Mr. BENT (*Jamaica*) opposed the amendment.

*(The amendment was rejected by 21 votes to nil, with 20 abstentions.)*

*Considerations (b), (c), (d), (e) and (f)*

*(Adopted without discussion.)*

*Consideration (f) bis*

Mr. IN'T ZANDT (*Netherlands*) supported his delegation's amendment proposing to add a new Consideration (f) bis to replace Clause 13 of the Draft Recommendation, which would be drafted as follows: "Considering that the extension of education is closely linked to the economic and social development of nations."

The CHAIRMAN-RAPPORTEUR proposed to postpone the discussion on the amendment to that Consideration until Clause 13 came to be discussed.

*(The proposal was adopted.)*

*Consideration (g)*

Mr. IN'T ZANDT (*Netherlands*) supported his delegation's amendment proposing to replace the words "educational efficiency" by the words "quality of education".

*(The amendment was adopted by 33 votes to 1, with 8 abstentions.)*

Mr. TULIP (*United Kingdom*) supported his delegation's amendment proposing to insert in line 3 the word "adverse" before the word "effect" in the English text.

*(The amendment was adopted by 21 votes to nil, with 1 abstention.)*

*Considerations (h) and (i)*

*(Adopted without discussion.)*

*Clause 1*

*(Adopted without discussion.)*

*Clause 2*

Mr. TULIP (*United Kingdom*) supported his delegation's amendment proposing to delete the word "indispensable" in line 3 and insert the words "very valuable".

Mr. GALO (*Italy*) opposed the amendment.

The CHAIRMAN-RAPPORTEUR also opposed the amendment.

*(The amendment was rejected by 21 votes to 20, with 9 abstentions.)*

Mr. BENNOUR (*Tunisia*) supported his delegation's amendment proposing to add after the words "a serious threat to the development" the words "and efficiency".

Mr. MUNCK-HANSEN (*Denmark*) opposed the amendment.

*(The amendment was adopted by 23 votes to 7, with 10 abstentions.)*

*Clauses 3, 4 and 5*

*(Adopted without discussion.)*

*Clause 5 bis*

Mr. BAKOULA (*Congo, Brazzaville*) withdrew the amendment submitted by his delegation.

*Clause 6*

Mr. NOTHARDT (*Fed. Rep. of Germany*) supported his delegation's amendment proposing to insert after the words "variations in the birth-rate" a comma and the words "in transfer of pupils to other types of schools".

Mr. EGGER (*Switzerland*) opposed the amendment.

The CHAIRMAN-RAPPORTEUR said that he preferred the original text.

*(The amendment was rejected by 48 votes to 3, with 4 abstentions.)*

*Clauses 7 and 8*

*(Adopted without discussion.)*

*Clause 9*

Mr. CHARDON (*France*) supported his delegation's amendment proposing to re-word the last part of the Clause after the words "shortage of primary teachers;" to read: "studies comparing the status of teachers with



that of other professions with equivalent qualifications and responsibilities should therefore be undertaken."

The CHAIRMAN-RAPPORTEUR supported the amendment.

*(Clause 9, thus amended, was adopted.)*

#### Clause 10

*(Adopted without discussion.)*

#### Clause 11

Mrs. COLEMAN (*United States*) supported her delegation's amendment proposing to re-word line 3 "a part in the teacher supply crisis in some countries" and in line 5 substitute *other* for *over*.

The CHAIRMAN-RAPPORTEUR accepted that proposal.

*(Clause 11 as thus amended in English was adopted.)*

#### Clause 12

Mr. NOTHARDT (*German Federal Republic*) withdrew his delegation's amendment.

Mr. MUNCK-HANSEN (*Denmark*) supported his delegation's amendment proposing that the first three words be deleted, to read "Where... "

Mr. CALO (*Italy*) opposed that amendment.

The CHAIRMAN-RAPPORTEUR also opposed that amendment.

*(The amendment was rejected by 31 votes to 9, with 8 abstentions.)*

The CHAIRMAN-RAPPORTEUR pointed out that the amendment submitted by the United Kingdom delegation was automatically rejected, since it was almost exactly the same as that of the Danish delegation.

#### Clause 13

Mr. IN'T ZANDT (*Netherlands*) supported his delegation's amendment proposing to delete this Clause and replace it by Consideration (f) bis.

Mr. CALO (*Italy*) opposed that amendment.

The CHAIRMAN-RAPPORTEUR said he would prefer to keep to the original text.

*(The amendment was rejected by 48 votes to 7, with 3 abstentions.)*

Mr. CHARDON (*France*) supported his delegation's amendment proposing to re-word the beginning of the Clause as follows: "An improvement of the material situation of teachers is justified in the eyes of those responsible for..."

*(The amendment was accepted by 41 votes to 3, with 6 abstentions.)*

Mr. TULIP (*United Kingdom*) supported his delegation's amendment proposing to delete in lines 1 and 2 the words "such an improvement of the material situation of teachers" and replace all these words by "this".

The CHAIRMAN-RAPPORTEUR thought the amendment submitted by the French delegation covered the point raised by the United Kingdom.

Mr. CALO (*Italy*) pointed out that no vote could be taken on this amendment, since the French delegation's amendment had already been accepted.

Mr. TULIP (*United Kingdom*) withdrew his delegation's amendment.

Mr. BENNOUR (*Tunisia*) supported his delegation's amendment proposing to modify the end of the clause, after the words "general view" by the following: "investment in education constitutes henceforth a fundamental element in the economic and social development of a people".

The CHAIRMAN-RAPPORTEUR accepted this amendment.

*(The amendment was adopted by 19 votes to 17, with 13 abstentions.)*

*(Clause 13 as thus amended, was adopted.)*

#### Clause 14

Mrs. COLEMAN (*United States*) supported her delegation's amendment proposing to change "an appropriate status governing economic..." to read "an appropriate status with respect to economic...".

*(Clause 14, as amended in English, was adopted.)*

#### Clause 15

Mr. BAKOULA (*Congo, Brazzaville*), supported his delegation's amendment proposing to replace the words "removed as soon as possible" on the last line by "finally removed".

Mr. FISCHER (*United States*) said that he would be in agreement with the Congo, Brazzaville amendment, if the word "finally" were replaced by the word "definitely".

The CHAIRMAN-RAPPORTEUR opposed the amendment.

*(The amendment was rejected by 45 votes to 1, with 6 abstentions.)*

#### Clause 16

Mr. PUNG PENG CHENG (*Cambodia*) supported his delegation's amendment proposing to add in the last line after the word "cultivation" the words "limited tour of service in isolated or unhealthy areas".

The CHAIRMAN-RAPPORTEUR supported the amendment.

Mr. EGGER (*Switzerland*) opposed the amendment.

*(The amendment was adopted by 34 votes to 10, with 8 abstentions.)*

### Clause 17

Mr. ALDRIDGE (*United Kingdom*) supported his delegation's amendment proposing to replace in line 2 the words "the regular training possibilities" by the words "the provision of regular training facilities".

The CHAIRMAN-RAPPOREUR did not oppose the amendment.

*(The amendment was adopted without discussion.)*

### Clause 18

Mr. MUNCK-HANSEN (*Denmark*) supported the amendment submitted by his delegation proposing to re-word the first part of the Clause down to the words "it being understood" to read: "Where the shortage of primary teachers is most in evidence in rural areas, the desirability of opening training establishments in those areas must be considered,".

Mr. CALÒ (*Italy*) opposed the amendment.

The CHAIRMAN-RAPPOREUR did not oppose the amendment.

*(The amendment was rejected by 26 votes to 9, with 11 abstentions.)*

Mrs. ISMAIL (*Iraq*) supported her delegation's amendment proposing to add the following sentences at the end of the Clause: "Wherever the facilities for opening such training establishments do not exist, mobile teams composed of school supervisors should be organized to facilitate the training of rural teachers and of teachers in remote areas. Such measures will promote the in-service education of those teachers."

The CHAIRMAN-RAPPOREUR opposed the amendment.

*(The amendment was adopted by 17 votes to 10, with 20 abstentions.)*

Mr. ALDRIDGE (*United Kingdom*) supported his delegation's amendment proposing to delete the last part of the Clause after the words "it being understood that" and to substitute the words "their syllabuses take into account the environmental characteristics of each area but are in no way inferior, in range and quality, to those of urban area training establishments."

The CHAIRMAN-RAPPOREUR was not opposed to the amendment.

*(The amendment was adopted by 34 votes to 2, with 9 abstentions.)*

*(Clause 18 was adopted, taking into account the various amendments agreed upon.)*

### Clause 19

Mr. MUNCK-HANSEN (*Denmark*) supported his delegation's amendment proposing to re-word the first line of the Clause to read: "Where the number of candidates attracted to the teaching profession is not sufficient,".

The CHAIRMAN-RAPPOREUR did not oppose the amendment.

*(The amendment was adopted by 32 votes to 6, with 13 abstentions.)*



*Clause 20*

Mr. MUNCK-HANSEN (*Denmark*) supported his delegation's amendment proposing to re-word the last part of the Clause to read : "all the necessary facilities should be granted to help this category of candidates for primary teaching." The words "by employers, possibly with assistance from the State," would thus be deleted.

The CHAIRMAN-RAPPOREUR opposed the amendemnt.

*(The amendment was rejected by 24 votes to 15, with 9 abstentions.)*

*Clauses 21, 22 and 23*

*(Adopted without discussion.)*

*Clause 24*

Mr. CHARDON (*France*) submitted his delegation's amendment, which consisted in modifying the French but not the English text.

The CHAIRMAN-RAPPOREUR did not oppose the amendment.

*(The first part of the amendment to the French text—new drafting—was adopted without discussion.)*

*(The second part of the amendment to the French text—deletion of the last part of the Clause—was adopted by 19 votes to 16, with 13 abstentions.)*

*Clause 25*

Mr. NOTHARDT (*Fed. Rep. of Germany*) supported his delegation's amendment proposing to end the Clause after the words "experienced teachers" and to delete the words "both from the cultural and pedagogical viewpoints."

Mr. CALO (*Italy*) opposed the amendment.

*(The amendment was rejected by 35 votes to 17, with 6 abstentions.)*

*Clause 26*

Mr. HENRICSON (*Sweden*) submitted his delegation's amendment proposing to end the Clause after the words "temporary expedient" and to delete the last words reading : "especially in those countries having other means at their disposal in the struggle against the shortage of primary teachers."

The CHAIRMAN-RAPPOREUR opposed the amendment.

*(The amendment was rejected by 33 votes to 11, with 7 abstentions.)*

*Clauses 27 and 28*

*(Adopted without discussion.)*

Clause 29

Mrs. COLEMAN (*United States*) supported her delegation's amendment to the English text only, proposing to replace the word "repair" in line 5 by the word "correct".

*(The amendment was adopted without discussion.)*

Mr. CHARDON (*France*) submitted his delegation's amendment, proposing to re-word the second and third sentences as follows: "Those who, in taking accelerated training courses, do not reach the level of regularly trained teachers, but who complete their training deficiencies by appropriate further training courses, will be treated on an equal footing; teachers without previous professional training, who, while in service, have successfully followed training courses organized for them should also be granted status and salary equivalent to that of regularly trained teachers."

The CHAIRMAN-RAPPORTEUR had no objection to this amendment which only deals with the wording of the clause.

*(The amendment was adopted without discussion.)*

Clause 30

*(Adopted without discussion.)*

Clause 31

Mrs. COLEMAN (*United States*) supported her delegation's amendment proposing to re-word line 5 to read "where teachers can retire when still able to perform competently."

*(Adopted without discussion.)*

Mr. HENRICSON (*Sweden*) submitted his delegation's amendment proposing to delete the words "the eventual raising... or" and start the clause as follows: "The re-engagement of... primary teachers". In the next sentence insert the words "with a shortage of primary teachers and" after the words "in those countries".

The CHAIRMAN-RAPPORTEUR was not opposed to this amendment.

*(The amendment was adopted by 16 votes to 15, with 17 abstentions.)*

*(Clause 31 as thus amended was adopted.)*

Clause 32

Mr. TAKI (*Mauretania*) submitted his delegation's amendment proposing to insert in line 5 after the word "of", "suitable and properly run...".

The CHAIRMAN-RAPPORTEUR was not opposed to this amendment.

*(The amendment was rejected by 15 votes to 7, with 16 abstentions.)*

*Clause 33*

Mr. TAKI (*Mauretania*) submitted his delegation's amendment proposing to re-draft the clause as follows: "Primary teachers of specialized subjects should be given means to complete their training so that they can teach more general subjects."

The CHAIRMAN-RAPPORTEUR was not opposed to this amendment.

*(The amendment was adopted by 19 votes to 16, with 13 abstentions.)*

*Clause 33 bis*

Mrs. ISMAIL (*Iraq*) supported her delegation's amendment proposing to add a new Clause 33 bis drafted as follows: "In our attempt to overcome the shortage of primary school teachers special thought and interest should be given to the idea of applying newer methods of teaching, methods which require a lesser number than normally required in the traditional methods of teaching, e.g.: The monitor system and programmed teaching."

The CHAIRMAN-RAPPORTEUR was not opposed to this amendment.

*(The amendment was adopted by 20 votes to 14, with 17 abstentions.)*

*Clause 34*

Mr. HENRICSON (*Sweden*) submitted his delegation's amendment proposing to delete this clause.

Mr. ROSSELLÓ (*I.B.E.*) and the CHAIRMAN-RAPPORTEUR were opposed to this amendment.

*(The amendment was rejected by 41 votes to 9, with 5 abstentions.)*

*Clause 35*

Mrs. COLEMAN (*United States*) supported her delegation's amendment proposing to replace the words "pupils per class" by "pupils per teacher" in line 3; to end the sentence after "shift system" and begin the new sentence with "This" in line 5. In line 6 to end the sentence after "pupil" and begin the new sentence with "However". In Line 8, change "deprive children of any education" to "deprive some children of all opportunity for education".

Mr. BENNOUR (*Tunisia*) supported his delegation's amendment proposing to re-word the whole clause as follows: "In those countries where the desire for the generalization of primary education has necessitated recourse to special measures (such as an increase in the number of pupils per class, decrease in pupils' timetables, and adoption of the shift system), such measures should be considered as entirely provisional in view of the resulting inconvenience which such measures will cause for both teacher and pupil."

The CHAIRMAN-RAPPORTEUR was not opposed to the amendment submitted by the Tunisian delegation.



Mr. BENNOUR (*Tunisia*) agreed that in the clause submitted by his delegation "pupils per class" should be replaced by the words "pupils per class or per teacher".

*(The amendment submitted by the Tunisian delegation was adopted as modified by 48 votes to 0, with no abstentions.)*

#### *Clauses 36 and 37*

*(Adopted without discussion.)*

#### *Clause 38*

Mr. BURUNDARENA (*Argentina*) supported the amendment submitted by his delegation proposing to re-word the last sentence, deleting the words "this measure" and the rest of the sentence.

Mr. FISCHER (*United States*) was opposed to this amendment.

The CHAIRMAN-RAPPORTEUR was also opposed to this amendment.

*(The amendment was rejected by 47 votes to 2, with 6 abstentions.)*

The CHAIRMAN put to the vote the whole of Recommendation No. 57 on the Shortage of Primary Teachers taking into account the amendments which had been adopted during the meeting.

*(Recommendation No. 57 on the struggle against the Shortage of Primary Teachers was adopted unanimously.)*

#### CLOSING OF THE CONFERENCE

Mr. SAWAYA (*Lebanon*) paid homage to the immense amount of work done by the I.B.E. and Unesco. He was glad that the themes discussed this year had dealt with human problems to a greater extent than had those of last year. He said that if young people who wanted to take up teaching as a vocation were becoming more and more rare, while the needs of the primary schools were greatly increasing, this was because educators had become conscious of the economic disadvantages involved in the social devaluation of the teaching profession.

Recommendations No. 56 on the organization of educational and vocational guidance and No. 57 on the shortage of primary teachers would contribute towards influencing more young people to take up teaching. If it was not possible to give the Recommendations an imperative character, it would be a good thing if the moral obligation were reinforced in the participating countries by narrowing down their active co-operation in the choice of subjects on the one hand, and on the other, in putting more emphasis on the importance of the annual reports on the special activities connected with implementing the preceding Recommendations in the various countries. Emphasis should also be laid on joint research into solutions which took account of the difficulties raised by such implementation. He wondered whether his colleagues would not feel that it was necessary to create, at the international level, a central organ responsible for the appropriate implementation of the Recommendations of International Conferences on Public Education.

Mr. NWACHUKU (*Nigeria*) associated himself wholeheartedly with the sentiments already expressed about the success of the Conference, the great benefit everyone had derived from it, and the cordial relationships which all had enjoyed during the meetings. There was no doubt that it had been an exceedingly fruitful meeting, judging from the richness and variety of thought and experience, drawn from so many different sources, which added to the value of the discussions.

He was particularly gratified at the way in which the Conference had been conducted in a cordial atmosphere, imbued with dignity and orderliness during all the discussions. Without forgetting the arguments which had characterized the early part of the Conference, tribute should all the more be paid to the good sense and self-discipline displayed by those who, in spite of their differing opinions, had remained calm and had finally contributed to the success of the Conference. He wished to congratulate the Chairman on having so wisely guided the debates, thanks to his patience, tolerance, and complete impartiality; by his firmness, he had been able to bring the Conference out of the dilemma which had been facing it.

Once more, he emphasized that the Conference had reached a successful conclusion in spite of the grave pronouncements that had been made in the conference-room and elsewhere on the harmful consequences of an alleged disregard for law and the established procedures. He was glad that the Conference would continue to flourish; the African delegations would certainly do their utmost to ensure that that was so.

He expressed some remarks on the text of the United States delegation's note on the matter of Portugal. The world was passing through a difficult phase in its history and, in the endeavours that were being made to bring about a change from the old order to the new, it was sometimes necessary to overthrow the established order for the purpose of burying the unfortunate traces of history, and from time to time to infringe the established laws and official procedures that were then being more honoured in the breach than the observance. Had it not been so, the great nations of the world to-day might perhaps not exist or might not have attained their freedom or their greatness.

Finally, he expressed his gratitude to the staff of the two Secretariats whose efficient organization and ready co-operation had largely contributed to the success of the Conference. Friends always parted with sadness, but they could nevertheless be consoled by the hope that they would take part in another pleasant meeting attending the XXVIIth International Conference on Public Education.

Mr. GARCIA Hoz (*Spain*) expressed his agreement with the delegate of the Lebanon who had said so well what he himself would have liked to say. It was very important to consider the results and effects of the Recommendations voted by the Conference if they were to be really useful. Spain had watched with satisfaction as the work of the Conference went forward in a spirit of cordiality. The discussions had allowed for a very copious exchange of views between people devoted to teaching at all levels, teachers, inspectors, administrators, etc. On behalf of the Spanish delegation, he expressed the hope that Unesco and the I.B.E. would continue to bring to a successful conclusion international conferences as important as the one which was now coming to an end.

Mr. CHAVANNE (*Switzerland*), on behalf of the Swiss delegation, that of the host country, joined in congratulations to all the delegations on the work done by the XXVIth International Conference on Public Education, which had studied two such vital problems as those of the shortage of primary teachers and educational and vocational guidance. Thanks to the devotion and competence of everybody concerned and, in particular, that of the Chairman, the discussions had not been too greatly disturbed by the difficulties which had arisen at the beginning. The Swiss delegation hoped that international regulations would be drawn up which would make it possible to carry out their work without disturbance from outside. Their aim was to contribute to the progress of education by comparing the results obtained throughout the world, so that all men and women would have a chance to develop their talents and discover their proper vocation.

Mr. GALLO MARTINEZ (*Mexico*) expressed his gratitude for the opportunity of speaking before such an illustrious assembly.

The reports on the development of education submitted by each of the participating countries, and the exchanges of view to which these had led, had been for Mexico a lesson in comparative education and of inestimable value. The Mexican delegation, among others, had had the honour of hearing the inaugural speech of Mr. Jean Piaget, the Director of the International Bureau of Education at the XXVIth Conference on Public Education, who had addressed a message to the member countries and an appeal to the teachers of the world.

Recommendations Nos. 56 and 57, which had just been voted, made it possible to solve problems of vital interest such as the shortage of primary teachers and the generalization of educational and vocational guidance.

The Latin American countries affirmed here their confidence in the International Bureau of Education and Unesco, which had made it possible to discuss, under their auspices, the great problems of education in the world and the most appropriate technical and scientific means of solving them. The Mexican delegation felt that it would be good for all those who stood to benefit from education if these meetings were attended by more and more delegations and their decisions followed more closely.

Mexico would take the fullest advantage of what had been said during this Conference with a view to strengthening its efforts to make education universal. The present Minister of Public Education, Mr. Jaime Torres Bodet, had clearly expressed his intention to do this.

Mr. GALLO assured the delegates to this Conference that Mexico was animated by a desire to co-operate in the endeavour to educate the people, which was the only means at man's disposal if he was to transmit his cultural heritage to other generations. Mexico would act in a spirit of peaceful co-existence of true democracy and international solidarity.

Mr. LEGRAND (*Unesco*) wanted to stress the way in which the Conference had finally turned out, after twelve days of excitement and intense activity, thanks to the self-discipline which delegations had exercised, thanks to the spirit of the members of the Secretariat, visible and invisible, and to the devoted work of the interpreters. He would like to thank delegations which had submitted certain desiderata with a view to giving



greater weight to and ensuring the better implementation of the Recommendations voted this year. He would like to express his best wishes for the future of these Conferences and hoped with all his heart that even more delegations would attend next year's meeting, to honour the generous hospitality of Switzerland and of the Republic and Canton of Geneva, to work together for the purpose of education and the improvement of men's living conditions in all parts of the world.

Mr. PIAGET (*Director of the I.B.E.*) stressed that, after a somewhat stormy opening the atmosphere of the Conference had cleared completely as soon as discussions had begun on educational matters. By adopting a speedy method of work, it had been possible to make up for lost time without changing the normal procedure for discussions of a technical nature. Two important Recommendations had been voted upon and it was for the delegates to ensure that they were applied as far as possible, once they had adapted them to the conditions of their own countries. He expressed his thanks to the Chairman of the Conference and the eight Vice-Chairmen for the substantial work they had carried out, faced as they had been by unforeseen tasks that were not always easy ones. He also wished to thank the two Chairmen-Rapporteurs whose firmness and skill had helped to draw up the Recommendations in their final form, the staff of the two Secretariats, Unesco and the International Bureau of Education, for the devotion they had shown, together with the interpreters, who had done excellent work. He also expressed his thanks to Mr. René Maheu, Director-General of Unesco, who had been present on the first two days, Mr. Guiton, Mr. Halconruy and Mr. Legrand. He wished to commend the work of Miss Gampert and Mrs. Hamori, of the I.B.E. Secretariat, who had analysed the surveys and drafted the two comparative studies which had served as the basis for discussion on the first two items of the agenda. Having reached the end of the XXVIth International Conference on Public Education, preparations must now be put in hand to get ready for the next meeting in 1964.

The CHAIRMAN said that the generosity of the delegates in honouring him, as representative of his country, to be Chairman of this Conference constituted a dangerous honour. From the very first day, the progress of the Conference proved the reality of this affirmation. But he added that, nevertheless, he considers himself a fortunate Chairman in regard to the results obtained from the discussions and from the carrying through of the agenda. Rare are those assemblies—gathering together such eminent specialists and such broad government representation in order to examine educational matters of so great an importance—in which competence and official responsibilities are so happily united.

The amalgam of feelings and ideas which characterizes this Conference is the best guarantee for the future, and for the continuation of these conferences which, as the eminent Professor Jean Piaget has justly stated, "lead to a vote on the recommendations and not to imperative resolutions—as is the case in other international conferences, those of Unesco, for example."

He emphasized the fact that this Conference is organized jointly by the International Bureau of Education and Unesco. Thanks to this collabora-

tion, the recommendations of the Conference have acquired much more widespread diffusion than before. The International Bureau has always avoided resorting to stirring declarations during its dispassionate discussions. The eminent personalities devoted to the work of I.B.E.—and among whom he would particularly mention Professors Piaget, Dottrens, and Rosselló—have seen to it that the Conference is (and here he used the very terms of Professor Dottrens)—“a meeting place of world ideals so that in all countries everyone will receive a continually bettered education which will develop each personality and place it at the service of a fraternal and harmonious human society...”. This is why the International Conference on Public Education has always displayed an exemplary modesty; the countries which wished to participate knew, like the author of *Adorable Clio* that “ideas that transform the world advance but slowly”. The Conference has always followed this principle, and has thus won the sympathy of all countries.

He wished to add that the XXVIth International Conference on Public Education, in which 97 nations participated, has achieved a solid foundation and harmonized widely differing sentiments. It is due to the spirit of understanding and conciliation shown by the delegations that certain forthright views did not affect the work of the Conference.

Another characteristic of this assembly was the active presence of numerous African countries which have recently become independent. Once, in conferences such as this one, there were delegates who looked upon themselves as complete strangers; indeed they were, for they had no need of each others' cooperation. Today, however, this very diversity of cultures, and the contribution of African countries, will widen the field of educational activities.

He would like to express to the Genevese authorities his sincere thanks for the help they have given to the I.B.E. and its conferences.

He would like especially to thank Mr. André Chavanne, Counsellor of State, and head of the Genevese Department of Public Education.

He would also like to say how much the Vice-Chairmen have eased his task, and he would like to thank the Directors of the I.B.E., Professor Jean Piaget and Mr. Pedro Rosselló, and also Mr. Albert Legrand, the representative of Unesco, whose work and advice he has greatly admired and appreciated.

Equally, he would like to tender his thanks to the conference secretariat, as well as to the interpreters and translators, and to the Swiss press who have objectively and fairly reported the conference debates.

It is with pleasure finally that he stresses the concrete character of the two Recommendations adopted unanimously, which will occupy a high place in the international code of education laid down by the conference in its 26 sessions.

The CHAIRMAN declared this XXVIth Conference on Public Education closed.

*(The meeting rose at 12.20 p.m.)*





## DOCUMENTS ANNEXED

### PERMANENT DELEGATION OF PORTUGAL

The Portuguese Delegation to the XXVIth International Conference on Public Education presents its respects to the Chairman of the Conference and has the honour of informing him that at 9.30 this morning it received from the Secretary of the Conference verbal notification of the decision taken by the Chairman and in accordance with which admission to the Conference premises is forbidden to the Portuguese Delegation.

The Portuguese Delegation hereby renews the formal protest which it immediately made to the Secretary of the Conference not only, and this once more, against the illegality of the vote taken yesterday but also against the arbitrary decision taken by the Chairman of the Conference and by reason of which this delegation is forcibly prevented from taking further part in the work of the Conference.

The Portuguese Delegation, moreover, requests the Chairman of the Conference to be good enough to take note of the fact that the Portuguese Government does not consider the matter as closed and that it reserves the exercise of all its rights resulting therefrom.

The Portuguese Delegation also requests the Chairman of the Conference to be good enough to circulate the text of this Note, as a Conference document, to all participating Delegations.

The Portuguese Delegation presents to the Chairman of the Conference the assurances of its highest consideration.

Geneva, 5th July, 1963

To the Chairman  
of the XXVIth International Conference  
on Public Education

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DELEGATION OF THE UNITED STATES  
OF AMERICA

July 10, 1963

Sir,

The United States Delegation wishes to refer to the resolution of the current Conference on Public Education purporting to exclude Portugal from participation in the Conference. In setting forth its views on the law of the matter, the United States Delegation does not in any way modify its position on the substance of the questions which have been raised in the debate on the resolution, such as human rights, educational reform and

colonialism. On these questions, the views of the United States Government are well known. For example, they were made clear by United States support of the United Nations General Assembly Resolution 1808 (XVII) noting the inadequacy of social and educational facilities in territories under Portuguese administration.

At its twelfth session the General Conference of Unesco adopted Resolution 8.41 on the general classification of conferences and meetings. That resolution includes the provision that international conferences and meetings convened by Unesco cannot change their composition as determined by the competent organ of Unesco.

The Conference on Public Education is a conference convened by Unesco and the International Bureau of Education. The names of the governments to be invited to participate in the conference were proposed by the Unesco-IBE joint committee and approved by the Unesco Executive Board, the competent organ of Unesco.

The resolution of the conference which purports to exclude Portugal from participation in the conference plainly represents efforts of the conference to change its composition as determined by the competent organ of Unesco. The resolution accordingly is *ultra vires*. Since the resolution is *ultra vires*, it is of no legal effect. In the view of the United States Government, the right of Portugal to participate in the conference is not impaired by the adoption of the resolution.

It is the understanding of the United States Delegation that the discussion of this matter by the XXVIth Conference has been closed, but we respectfully request that this letter be considered one of the documents of the conference and that it be included in the published proceedings of the conference.

Yours very truly,

John H. FISCHER, Chairman,  
United States Delegation  
to the Twenty-sixth International  
Conference on Public Education

Mr. Bedrettin TUNCEL, Chairman,  
XXVIth International Conference  
on Public Education,

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DELEGATION OF THE MALAGASY REPUBLIC  
TO THE XXVIth INTERNATIONAL  
CONFERENCE ON PUBLIC EDUCATION

Sir,

11 July 1963

The delegation of the Malagasy Republic to the 26th International Conference on Public Education presents its compliments to the Chairman of the Conference and wishes to request that the following statement be circulated among all delegations to the Conference :—

"While awaiting instructions from its Government, the delegation of the Malagasy Republic to the 26th. International Conference on Public Education abstained from taking part either in the discussions of, or the vote on, the motion submitted by the African delegations concerning the fate of the Portuguese delegation.

However, this must not be interpreted as an act intended to signify lack of solidarity with the African group.

In point of fact, in conformity with the communication which it has just received from its Government, the delegation of the Malagasy Republic wishes to confirm, by this present statement, its solidarity with the African States represented at the Conference."

The delegation of the Malagasy Republic takes this opportunity to assure the Chairman of its highest consideration.

The Chairman,  
XXVith Conference on Public Education

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DELEGATION OF THE FEDERAL REPUBLIC  
OF GERMANY TO THE  
XXVITH SESSION OF THE INTERNATIONAL  
CONFERENCE ON PUBLIC EDUCATION

Geneva, 11 July, 1963

Sir,

The Delegation of the Federal Republic of Germany has the honour to refer to the resolution of July 5th, 1963, purporting to exclude Portugal from participating in this Conference and to the letter on this subject from the Chairman of the United States Delegation to the Chairman of the Conference.

Without in any way commenting on the substantive part of the above mentioned resolution the Delegation of the Federal Republic of Germany wishes to state for the record that it associates itself fully with the legal objections raised by the Chairman of the United States Delegation.

The Delegation of the Federal Republic of Germany shares the view that the resolution purporting to exclude Portugal from participation in the Conference is of no legal effect.

Accept, Sir, the assurances of my highest consideration.

EMMEL

Deputy Permanent Delegate

To the Chairman  
of the Twenty-sixth International  
Conference on Public Education

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11 July 1963

Sir,

Following the observations made on the subject of the motion submitted by the African delegations, "demanding" the exclusion of the delegation of Portugal, the Italian delegation to the 26th. International Conference on Public Education wishes to make the following statement: In view of the fact that all Conference participants were present by invitation, and in consequence, the Conference had no powers to debate the motion in question, this should not have been included on the agenda nor put to the vote.

The Italian delegation would be grateful if this statement could be included in the Minutes of the Conference.

I am, Sir,

Yours faithfully,

(signed) G. CALÒ

Head of the Italian delegation

The Chairman  
XXVIth International Conference  
on Public Education

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DELEGATION OF SPAIN  
TO THE XXVIth INTERNATIONAL CONFERENCE  
ON PUBLIC EDUCATION

Geneva, 11 July 1963

Sir,

The Spanish delegation wishes to make the following statement regarding the motion approved by the 26th. Conference concerning the exclusion of the delegates of Portugal:—

As has been stated during the course of the debates by the representatives of the IBE and Unesco, the composition of the Conference is established by a Joint Committee composed of representatives of both these organizations, this being subsequently approved by the Executive Council of Unesco.

Once the list of countries is established under this procedure, the Conference is not legally competent to modify its composition.

Since the Conference did not respect this rule, and exceeded its prerogative, the resolution which it adopted cannot have any legal force.

For this reason, the Spanish delegation considers that the adoption of the resolution in question has no validity and cannot affect Portugal's right to participate in the Conference.

I should be grateful, Mr. Chairman, if you would bring this statement to the attention of all delegates at the 26th. International Conference on Public Education.

I am, Sir,

Yours faithfully,

Victor GARCIA Hoz

Interim Chairman, Delegation of Spain

Mr. B. TUNCEL, Chairman  
of the XXVIth International Conference  
on Public Education

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DELEGATION OF THE U.S.S.R.  
TO THE XXVIth INTERNATIONAL CONFERENCE  
ON PUBLIC EDUCATION.

8th July, 1963.

Sir,

The annual report from the German Federal Republic, a report which is distributed each year to the Conference, contains besides the data relating to education in the G.F.R., some information on education in West Berlin. It is, moreover, mentioned in the report that West Berlin forms part of the G.F.R.

The delegation of the Soviet Union makes a categorical protest against such a distortion of the actual facts. Everyone knows that West Berlin does not constitute part of the G.F.R. and the delegation of the G.F.R. has no right to speak on behalf of West Berlin.

I shall be glad if you will communicate this statement to all delegates present at the 26th International Conference on Public Education.

Accept, Mr. Chairman, the expression of my highest consideration.

A. MARKOUCHEVITCH

Head of the delegation of the U.S.S.R.

To Mr. B. TUNCEL  
Chairman of the XXVIth International  
Conference on Public Education

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DELEGATION OF THE FEDERAL REPUBLIC OF GERMANY  
TO THE XXVITH SESSION  
OF THE INTERNATIONAL CONFERENCE  
ON PUBLIC EDUCATION

11 July 1963

Sir,

With reference to the letter of the Delegation of the USSR of 8th July the Delegation of the Federal Republic of Germany has the honour to state as follows :

The mentioning of Berlin in the annual report of the German Federal Republic, which is distributed to the Conference every year, contains some information on education in Berlin.

The mentioning of Berlin explains and justifies itself from the fact that Berlin is largely included in the legislation of the Federal Republic of Germany with express consent of the Kommandaturas exercising the supreme power.

From this results the necessity to mention Berlin in a report such as the one in question.

For these reasons the objections raised by the Delegation of the USSR against the mentioning of Berlin in the report of the Federal Republic of Germany are unjustified.

Accept, Sir, the assurances of my highest consideration.

M. NOTHARDT  
Head of the Delegation  
of the Federal Republic of Germany

To the Chairman  
of the XXVith International  
Conference on Public Education

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DELEGATION OF THE U.S.S.R.  
TO THE XXVITH INTERNATIONAL CONFERENCE  
ON PUBLIC EDUCATION

12 July 1963

Sir,

Having seen the letter dated 11 July 1963 from the Federal German delegation, in which an attempt is made to justify the inclusion, in the annual report of the Federal German Republic, of information on education in West Berlin, the Soviet delegation consider it essential to renew their protest against any similar violation of reality, since West Berlin does not form part of the Federal Republic of Germany. No argument exists which will alter this fact.

I should be grateful, Mr. Chairman, if you would ensure the distribution of this letter as one of the documents of the 26th. Conference.

A. MARKOUCHEVITCH  
Head of the delegation of the U.S.S.R.

To Mr. B. TUNCEL, Chairman  
of the XXVith International Conference  
on Public Education

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# TEXT OF REPORTS

## General Report on

## EDUCATIONAL AND VOCATIONAL GUIDANCE

presented by Mr. Hans NOWOTNY, Chairman-Rapporteur

### INTRODUCTION

Many international conferences and meetings of experts have already considered the problem which constitutes the first item on the Agenda of our XXVith International Conference on Public Education. Educational and vocational guidance is in fact a matter of concern in this age as education can no longer exist within a vacuum but is required to produce persons who are capable of adjusting themselves to the realities of a complex ever-changing life awaiting them and who can make their contribution to it as responsible citizens.

If we in our turn deal with the problem it is not to duplicate the excellent studies undertaken by specialists. The essential aim of the comparative research carried out by the International Bureau during the past year, the results of which have just been published under the title "The Organization of Educational and Vocational Guidance", was to present a comprehensive picture of the existing situation. Attention could in this way be drawn to the different concepts which throughout the world are held concerning guidance. At the outset it should be noted that here we are concerned principally with the "organization" of guidance rather than with its techniques and that what we are to deal with concerns particularly children and adolescents and is therefore primarily the kind of guidance with which Ministries of Education are most directly concerned. The study deals only incidentally with the problem of vocational selection and with that of the guidance or rather "re-guidance" of adults who under certain circumstances are obliged to change their occupation.

The comparative study published by the International Bureau of Education suggests various solutions without implying that a choice should be made. It will enable us not only to identify certain principles necessary for defining the role of educational and vocational guidance under the circumstances existing in the world but also, by drawing up a recommendation acceptable to all countries, to promote the development of such guidance.

None of the 73 countries which replied to the inquiry, not even those which so far have been obliged to give priority to still more pressing needs, denies the value of some system of guidance which, while respecting each

individual's personality, eases his integration in vocational life and takes into consideration the needs in regard to manpower and qualified personnel as well as the country's economic development. The report nevertheless shows that out of 73 countries some forty only (slightly over a half) have for some considerable time made provision in regard to guidance and have a general system, extending to the whole country, of guidance which, at first solely vocational, is now broadened to include educational guidance. The other countries are for the most part still only at an experimental stage either because the system has been established very recently or because there are as yet only a few experiments at pilot centres. Nine countries have for the moment given priority to other matters.

Although on the whole the aims of educational and vocational guidance are the same everywhere, whether the countries be ones with long experience of guidance behind them or ones in which a beginning is only now being made, the concepts of such guidance nevertheless show some rather divergent trends. How then to adopt a recommendation which has the unanimous approval of our Conference as had the previous recommendations?

The preliminary draft which you have before you will at first sight perhaps seem to manifest a certain confusion but this confusion is only apparent and is due to a concern for impartiality. The purpose of the recommendation is first to identify the different prevailing trends and then to present certain principles which are acceptable to all. There is thus comparison followed by suggestion.

May we remind you of the procedure followed here in regard to the adoption of recommendations. Today the members of Section 1 of the Conference have before them a preliminary draft on which we shall comment and to which each delegation is invited to submit amendments in writing. It will be for the drafting committee, specially appointed for the purpose, to examine such amendments and give final form to a fresh draft of the recommendation which will be submitted to the Conference assembled in plenary session.

Normally and in order to facilitate our work we shall examine the text chapter by chapter and each delegation is requested to submit at the same time all its amendments relating to a particular chapter.

## I. NATURE OF EDUCATIONAL AND VOCATIONAL GUIDANCE

The inquiry conducted by the IBE first drew attention to the different concepts of guidance and to the fact that these concepts are not necessarily incompatible but can even supplement each other. Among the countries or groups of countries four trends or main types of guidance are noted and allow the following classification : (1) the conventional vocational guidance service operating apart from the school and, in most cases, attached to an employment office ; this type is, in a certain sense, at the origin of the efforts made in order to bring about better distribution of individuals according to their aptitudes and interests ; (2) the system under which vocational information and guidance is integrated with the education programme, all education being centred on the initial experiences which are given in work and no special service being required ; (3) the system which is founded on the concept of guidance is broadened so as to include

educational guidance and under which the guidance is a result of the very structure of secondary education, with observation classes or a guidance stage in preparation for the differentiated syllabuses provided at the level of secondary education ; (4) the consultative and advisory service which is operated in connection with the school and in which the pupil is followed continuously during his school years until finally he is helped by the service to make a decision in regard to his course of study or his vocation.

Responsible authorities have either chosen or will be required to choose between the systems but we do not think that the Conference should pronounce in favour of one or other of the concepts. On the other hand, there is every reason for setting out the factors which should be considered in order that the adoption of one or other system may be justified.

## II. GENERAL PRINCIPLES CONCERNING EDUCATIONAL AND VOCATIONAL GUIDANCE

As stated just now, although the systems may differ, the aims of guidance remain much the same. They are governed by certain principles which are common to all systems and where, in the preliminary draft recommendation, an endeavour is made to identify and list eight points to be observed, although the list is by no means exhaustive. Among others therefore the following fundamental principles are enumerated in the preliminary draft recommendation :

(1) Educational guidance should constitute individual assistance, a revealing of the aptitudes, interests and personality of the subject, who learns thereby to know himself and to realise the various opportunities which are open to him.

(2) It should be required to serve the community in order that the needs of the labour market and of the country's social and economic development may be satisfied while at the same time ensuring the individual's freedom of choice.

(3) Another fundamental principle is the compulsory nature of guidance in the case of group guidance which is either integrated with the education programme itself or provided in the guise of guidance stages or classes ; but optional in the case of a guidance service which is to be requested to give individual advice.

(4) Provision of guidance free of charge when organised by the public authorities in order that no one may be precluded for financial reasons from receiving the benefit of guidance.

(5) Organisation and financing is taken care of by the education authorities, with the collaboration of other authorities concerned such as the ministries for labour, youth, social affairs, etc., and financial assistance to private services whose purpose is not one of financial profit.

(6) Setting up of a composite body for ensuring such collaboration.

(7) Extension of the guidance system to all regions of the country, in particular to rural areas.



(8) In the absence of means for general provision of services an endeavour at least to introduce guidance experimentally at some pilot centres.

It can be seen that all of these points are common to any attempted provision of guidance. Emphasis could, in addition, perhaps be given to the importance of the role belonging to parents, who not only benefit from the services but who can also collaborate by helping the teachers and guidance counsellors to understand the pupils and to inform them about the characteristics of the various vocations. All this brings us to examine the following two chapters of the preliminary draft, namely guidance procedures and guidance staff.

### III. GUIDANCE PROCEDURES AND PRACTICES

Having emphasised the fact that guidance should begin with a study of the individual's personality both as a child and as an adolescent the recommendation deals with the means employed for making such a study and which vary according to the system of guidance adopted. Psycho-technical testing belongs properly to vocational guidance services which operate independently of the school but psychological methods are employed also in schools which are provided with consultation services. It is not for the Conference to consider the details of such testing or examination but it is important to re-state an essential principle, namely that psychological diagnoses should always be supplemented by educational tests, a medical examination and social and family inquiries, not to mention the personal interview with the subject. The keeping of a file or a cumulative record in which the pupil is followed throughout his school years and which contains data relating to his intellectual and physical development, his school progress, as well as to his character and behaviour is a valuable tool for the guidance of the counsellor, if experienced and properly trained.

Another important part of guidance is vocational information which is as essential for the parents, teachers and vocations counsellors as for the pupil himself. It has been seen that in some countries this information has a dominant role in the school syllabus. What we are concerned with here are the ingenious means employed for disseminating such information and which in the report on the inquiry are classified under the following headings: (a) academic means (lectures, talks, courses, etc.); (b) means of a more practical nature (visits to undertakings or institutions, day seminars on the vocations, periods of practice in certain trades, meetings with skilled workmen); (c) audio-visual means (exhibitions, technical museums, wall news-sheets and above all the employment of slides, films and the radio); (d) publications (guides, vocational brochures, special reviews, information bulletins, newspaper articles).

A final matter to be emphasised in this chapter of the recommendation is the follow-up action of guidance services and in particular their action of checking the results which their advice has had on the persons assisted. The information furnished for the inquiry shows that in most of the countries such action leaves something to be desired and seldom are resources available for following up the subjects during more than one year after they have received guidance. It consequently seems important to

recommend that this follow-up action, which should assist in the continuous evaluation and improvement of guidance methods, be organized as systematically as possible.

#### IV. STAFF RESPONSIBLE FOR GIVING GUIDANCE

The comparative study undertaken by the IBE shows the existence of great variety, of a certain lack of precision even, in regard to the composition of vocational guidance service staff, their training and their conditions of service. From this it may be inferred that there are seldom any provisions governing the matter.

The role of the staff who are responsible for the giving of guidance necessarily depends upon the system of guidance under consideration. Vocational guidance in its traditional sense requires at the same time the collaboration of staff who are specialists in the matter (psychologists, psycho-technicians, vocations counsellors, guidance officers, etc.) and that of persons who are concerned in one way or another with children (doctors, welfare workers, without forgetting the parents themselves). The specialists are indispensable to services which make use of psychological methods but no longer have any place in countries where the task of guidance is included among the duties of teachers.

In the preliminary draft recommendation an account is taken of these two very different situations. On the one hand it is recommended that wherever specialist staff are engaged they be required to have adequate training, if possible at a university, and that in addition they be well informed on problems connected with work and with youth welfare. On the other hand, where teachers undertake the task of guidance they should be properly trained for it either during their courses in education or by means of certain additional courses. The teacher in classes dispensing guidance should know how to observe his pupils and be acquainted with the various paths open to them. He should also be allowed sufficient time to fulfil the two-fold task of counselling and teaching.

Equally as important as previous training is the further training of guidance staff. The problems of guidance are ever changing and methods must be constantly revised. Information on the vocations should be supplemented and brought up to date, while the counsellor should keep himself informed concerning the labour market and on the needs of economic and social development. By the reading of reviews and periodicals as well as by lectures, courses, discussion days and information campaigns conducted in the newspapers or by radio and even television, the guidance staff, whether specialists or not, should be able to receive continuous further training. They should also have the opportunity not only of benefitting from the research carried out by certain scientific institutes with a view to improvement in observation and guidance methods but also of studying the technical problems connected with work and the profession.

As regards the salaries and the conditions of service of guidance staff, they are seldom governed by special provisions as in most cases such staff are considered as belonging to the category of teaching staff. It would seem to be of advantage, however, to recommend that when specialist staff do not belong to the teaching profession their duties be governed by special

provisions in order that they may be assured of adequate salaries and proper working conditions.

## V. INTERNATIONAL ACTION

In this field as in all others technical assistance and international collaboration can be of great value. Of the 73 countries replying to the inquiry some fifty desire assistance from other countries. Details of the requests are contained in the volume "Organization of Educational and Vocational Guidance". A few countries are satisfied with asking for scholarships to enable their staff to have further training abroad but others are in need also of experts for the training even of qualified staff for developing a guidance system still at the experimental stage or for organising a system which is as yet only at the project stage.

It is thus desirable, we suggest, for you to recommend that all countries which are lacking in financial resources or qualified staff be able to receive the required assistance, particularly from international organisations or from countries which are in a position to assist.

International collaboration, however, does not end there. All countries, even the most advanced from the point of view of educational and vocational guidance, can profit from the experience of others and it is therefore important that there be an increase in the exchange of publications, in visits from one country to another as well as in conferences, courses and seminars which bring together from different countries persons who are competent in guidance problems.

Lastly, may I refer to the international organisations and their meetings and pay a tribute to them for drawing the world's attention to the problems of guidance. Firstly there is the International Labour Organisation, which as early as 1949 adopted a recommendation on vocational guidance and counselling, a recommendation which did much to further the vocational guidance services in many countries. More recently, in November 1962, Unesco organised a Central American seminar on educational and vocational guidance and adopted on the 11th December 1962, at its General Conference, a recommendation concerning technical and vocational education which contained a chapter on guidance. Finally, it must not be forgotten that, among the non-governmental organisations, the International Vocational Guidance Association last year adopted at its IIIrd International Congress, held in Paris in July, certain resolutions dealing with educational and vocational guidance.



## **General Report on**

# **THE SHORTAGE OF PRIMARY TEACHING STAFF**

**presented by Mr. Fouad SAWAYA, Chairman-Rapporteur**

### **INTRODUCTION**

In the already long list of subjects discussed by the Conference, the problem of teaching staff takes first place. This explains why the Conference has successively taken up the subjects of teaching staff training, status and further training.

No one will be surprised to learn that priority is given to this question in the joint work of Unesco and the International Bureau of Education. Educational results depend upon the teacher's personality, his sense of vocation, and the spiritual and material rewards which his profession give him.

You already have pre-draft Recommendation Number 57, concerning the struggle against the shortage of primary teachers. As is the custom, this has been formulated from the enquiry pursued by the Bureau with the various different Ministries of Education. From this enquiry, it has been possible to see the outlines of the problem and the attempts made to resolve it. It is this knowledge which gives to the recommendations drafted by the Conference the stamp of realism.

The specialist departments of the Ministries replying to the enquiry thus cooperate also in the preparatory work of the Conference before it meets in Geneva. In the document you will have received, you will find the replies of the 83 countries to the questionnaire sent to their Ministries of Education a year ago. I should like to express my thanks to Madame Anne Hamori for the meticulous analysis of the replies she received, as well as for the work involved in writing and publishing the report which you now have. As you will see, a series of comparative tables will give you an account, for the first time, of the principal characteristics of the shortage throughout the world, whether these concern causes or remedies.

These tables will show the extent of the problem. The shortage affects some three-quarters of the replying countries. By way of contrast, 3.5% of replying countries have a surplus of primary teachers. Naturally enough, this surplus also creates problems for the responsible authorities.

You will also see that in the majority of countries the shortage began to take on disquieting proportions during and especially after the Second World War. In a certain number of countries one can count on the shortage being eliminated soon; in others and especially where the generalisation of compulsory primary education is still a long way off, the shortage is worsening.

From the comparative study you will see that in three-quarters of the countries studied the seriousness of the shortage varies depending on areas or the sex of teachers. Generally, and for well-known reasons, it is the rural areas which are the most affected. The shortage also makes itself more among men than women teachers.

Pre-draft Recommendation Number 57 which the Conference is called upon to examine is founded upon the results of this study. It constitutes a sort of canvas which will serve as a guide in the drawing up of the draft recommendation, upon which you are asked to present amendments in writing. Once agreed upon by the drafting committee, the draft will be put to the vote at a plenary session.

This pre-draft recommendation includes, apart from the usual preamble, six chapters totalling 43 clauses. The relevant titles are: (1) study of the causes of the shortage of teachers; (2) steps to improve the status of teachers; (3) steps to facilitate the training and recruitment of teachers; (4) recourse to auxiliary teaching staff; (5) other measures; (6) international cooperation.

Let us look at each one of the headings.

## I. STUDY OF THE CAUSES OF THE SHORTAGE OF TEACHERS

How can one tackle the problem of the shortage, unless by systematic and profound analysis of all the causes from which the crisis spring? As in medicine, it is not by treating symptoms but by getting at the underlying cause of the trouble that one can cure it. The comparative study shows that the causes are not merely educational. Population increases, which entail an increase in the number of children to be scholarised, appear one of the principal causes. The standard of living of teachers is another.

Among the educational reasons that of the generalisation and extension of primary education must be mentioned; as also the increase in the duration of ordinary studies, reduction of the number of pupils per teacher, decrease in hours of work, etc.

It goes without saying that the depth and seriousness of each of these causes varies depending on the country. Some are impermanent, whereas others are of a more permanent nature, with tendency to stabilise, worsen, or on the contrary, to disappear.

Who should be responsible for the study of each of these causes? Who should evaluate the importance and nature of the shortage, its probable trends, and the advantages and disadvantages of each of the solutions envisaged?

It is not for us to pronounce in favour of one especial solution. But it seems to us that in those countries where there is a national planning authority, this can play an efficient part in this field especially where the shortage of teachers covers the whole territory of any one country.

## II. STEPS TO IMPROVE THE STATUS OF TEACHERS

One cannot talk of the struggle against the shortage of teachers without bringing in the question of raising the status of the teaching profession.

So long as primary teachers do not have an improvement in their standards of living (as stated in the first clause of the relevant chapter of the pre-draft recommendation) recruitment difficulties or disenchantment with the profession must be expected. Why should the teaching profession play the role of the poor relation in the list of employments vital to a country? Now that education is seen as more and more essential to economic and social development, it seems illogical that primary teachers are not given the same rank as other employees who also contribute to the production cycle.

This chapter of the pre-draft recommendation thus envisages an increase in primary teaching staff salaries to raise their standard of living together with social security conditions as favourable as for other categories of civil servants. The prestige question also plays an important part, and steps to raise the social standing of the teacher in society must be encouraged. Nor should the difficult and sometimes tragic situation of the rural teacher be forgotten, and the necessity of finding compensatory factors to ease his task.

### III. STEPS TO FACILITATE TRAINING AND RECRUITMENT OF TEACHERS

After the steps to improve status, the pre-draft recommendation envisages steps concerning teacher training and recruitment. Firstly the building of new training schools or the expansion of capacity of those now in existence, must be taken into account.

Such increases should bring about a better distribution of training schools in different parts of a country, especially in rural areas, often at a disadvantage with regard to urban areas.

As for the recruitment, information campaigns, pursued with imagination to bring about better knowledge of the teaching profession, can certainly be effective. Attractive publications and the medium of the press would be used; lectures and visits to schools organised along with recourse to more and more audio-visual media such as the cinema, radio and television.

Some countries try to arouse a sense of educational vocation among persons already in other work, in organising, for example, evening training schools, and correspondence and radio courses. In our view, the recommendation should draw attention to these methods.

Finally, there is the granting of material assistance to trainee-teachers such as free tuition and scholastic necessities, scholarships for study or maintenance, various allowances or even pre-salary.

### IV. RECOURSE TO AUXILIARY TEACHING STAFF

The steps envisaged up to now are aimed at intensifying training and recruitment possibilities without prejudice to the quality of studies and even seeking to effect improvements.



However, the situation in some countries, where adverse circumstances force them to have recourse to emergency measures, runs the risk of becoming prejudicial to the quality of teaching staff if such measures are persisted in.

From the data supplied in the enquiry, we learn that in 34 countries, about half those replying to the question, emergency or accelerated training is still used to combat the shortage of teachers. The recommendation sets out straight away to establish the principle that emergency training should not be looked upon as anything but a temporary measure. Precautions will be taken to ensure that studies, although shortened, will not be inferior to those required in regular training establishments. By judicious selection of the subjects taught, those matters which are not essential, even superfluous, can be left out, and only essential matters retained.

Another measure which has its dangers is that of recourse to staff having received no prior pedagogical training. In 51 of the 68 countries replying to this question (75%), education authorities are forced to employ untrained staff. As for emergency training, it is important to recommend that this measure be only provisional, that it should not become a permanent feature and that the countries who can avoid it should have recourse to other means to combat the shortage of primary teachers.

The shortage of teachers being such that it is impossible to escape this expedient, the selection of candidates should be carried out with great care, and include at least certain conditions as to their general level of education, pedagogical aptitudes and the motives which have drawn them towards teaching.

In both cases, such staff should have the possibility of taking in-service training, and to acquire without delay the qualifications which will bring them to the level of teaching staff who have followed all the required studies.

The pre-draft recommendation suggests different methods of organising such in-service training. After having followed this training, and passed the tests, such teachers can then aspire to a status and salary equal to that of certificated teachers.

## V. OTHER MEASURES

This chapter of the pre-draft recommendation makes mention of other measures employed to combat the shortage of primary teachers and which have been notified in the replies. These are : employment or re-engagement of married women teachers, raising of retirement age or re-engagement of retired teachers, exemption or easements in military service, rationalisation of the school network, which implies amalgamation of small schools, the opening of complete one-teacher schools, recourse to co-education, etc. You will find details of these measures in clauses 33 to 36 of the draft recommendation, which also gives certain warnings as to their use together with suggestions as to improvements in efficiency.

The last clause in this chapter gives a warning against certain methods which present dangers for the efficient operation of education, especially the overcrowding of classes, reductions in timetable, and introduction of the shift system.

## VI. INTERNATIONAL COOPERATION

It goes without saying that technical assistance has already rendered and will continue to render great service in this field ; financial help, the despatch of experts, scholarships, credits for building, equipment and pedagogical materials. Experts from other countries or from international organisations can assist the educational authorities of a country to find the most efficient ways to combat the shortage of primary teachers, methods which will vary depending on the situation and circumstances of each country. They will also help in the organisation of in-service training courses for unqualified teachers.

In bringing this very serious question before an International Conference, composed of the highest educational authorities, it is hoped to set in motion a movement which will speed up the solution of a problem which threatens to paralyse the forward march of education, which is so essential for the future of all countries of the world.





# **TEXT OF THE RECOMMENDATIONS ADOPTED BY THE CONFERENCE**

## **RECOMMENDATION No. 56 TO THE MINISTRIES OF EDUCATION**

**concerning**

### **THE ORGANIZATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE**

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The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the first of July, nineteen hundred and sixty-three for its twenty-sixth session, adopts on the eleventh of July, nineteen hundred and sixty-three, the following recommendation :

The Conference,

Considering that educational and vocational guidance should afford to everyone the most complete development of his aptitudes, the full employment of his capabilities and the expansion of his personality,

Considering that educational and vocational guidance is becoming more and more essential for meeting, by raising the standard of knowledge and qualifications, the situation caused by the speeding up of technical, economic and social development and for ensuring a rational utilization of all human resources,

Considering that the development of society cannot be ensured if the majority of persons have no possibility of choosing a vocation which corresponds with their interests and aptitudes and have no satisfaction in practising in the vocation chosen,

Considering that the concept of guidance is evolving continuously and that such guidance now appears to be a continuous process closely linked with the educational activities of the school,

Considering both the constant growth in school enrolments and the necessity of providing individual advice for pupils from the age when they begin to become aware of their responsibilities in regard to the community

in which they will be required to adjust themselves and play their part as useful members,

Considering that guidance will be all the more effective if founded on a thorough knowledge of the child and if such knowledge is obtained by observation of him during a sufficiently long period at various stages of his development and in regard to various aspects of his behaviour,

Considering that guidance can provide a connecting link between the school and work, and affect the structure, organization and content of education, as well as contribute to the success of the country's economic and social planning,

Considering that an adult may at certain times of his career find himself faced with the necessity of changing his occupation, or may wish to equip himself with higher qualifications,

Considering that the possibilities of extending the work of guidance are, despite all, dependent upon the stage of progress both of education and of economic and social development in the particular country or in regions of that country,

Considering that educational and vocational guidance cannot be effective unless steps are taken to ensure that education is free, that material assistance is provided for pupils when this is necessary, and that there is no racial, social or other discrimination,

Considering that several recommendations adopted in recent years by the International Conference on Public Education, particularly Recommendation No. 25 concerning the development of psychological services in education and Recommendation No. 49 concerning the recruitment and training of technical and scientific staff, respectively adopted on the 28th of June, 1948 and the 5th of July, 1954, contemplate steps in regard to the development of educational and vocational guidance,

Considering moreover the Recommendation on vocational guidance and advice which was adopted by the General Conference of the International Labour Organization on the 8th of June, 1949, the Recommendation concerning vocational training adopted by the General Conference of the International Labour Organization on the 6th of June, 1962, and the Recommendation concerning technical and vocational education which was adopted by the General Conference of Unesco on the 11th of December, 1962,

Considering also the recommendations and resolutions adopted at non-governmental level and which deal with one or more aspects of educational and vocational guidance,

Considering that, despite similar aspirations, different countries will reach dissimilar solutions to the problem of the organization of educational and vocational guidance,

Submits to the Ministries of Education of the different countries the following Recommendation :

## NATURE OF EDUCATIONAL AND VOCATIONAL GUIDANCE

1. Today, responsible authorities find themselves faced with differing concepts or systems of educational and vocational guidance; these differing systems, although relating to distinctive problems and needs, may, in certain of their aspects, influence and even supplement each other; therefore these should not be regarded as incompatible; faced with the necessity of choosing between these differing systems, countries should take note of the main existing systems, as described in the following paragraphs:

(a) the oldest system of extra-school professional and vocational guidance which is founded on long experience in several countries;

(b) that in which the whole system of education is based upon vocational information and guidance without organizing any special services, prompted by a concept of education, which favours an introduction to work and makes the pupil aware of his future responsibilities towards society;

(c) that giving a guidance character to the structure of secondary education itself, with a first stage taking in observation and guidance classes, leading to differentiated studies on the secondary level, this system harmonising with the existence of educational and vocational guidance services outside school, but participating with it in guidance;

(d) that of continuous educational and vocational guidance given in schools through consultative and advisory services, which follow the pupils in their physical and intellectual development, help them solve their personal problems and give them guidance in the decisions they are required to make concerning their future.

2. In addition, the responsible authorities should take account of such features as:

(a) the structure of the educational system, its existing particularities and the possibilities of changing it;

(b) any existing provision of guidance;

(c) the material or other resources available in the country to make possible the provision of guidance;

(d) their country's economic and social life and the present and future stages of development.

## GENERAL PRINCIPLES

3. Whatever system is adopted by the responsible authorities it is important that they should have regard to certain general principles which are applicable in various situations.

4. By investigating the interests and capacity, both intellectual and physical, of the individual and by informing him about the vocations and the various opportunities open to him, guidance should help him to choose



both his course of study and his vocation and enable him to know both himself and his possibilities.

5. Moreover, consideration should be given to the social and economic evolution of the country and the present and future needs of society, while at the same time guaranteeing the freedom of choice of the individual ; this means that guidance has a responsibility both to the individual and to society.

6. It should be the duty of each country to provide both educational and vocational guidance which should be available to pupils at all levels ; pupils should be encouraged to take advantage of these services ; education should offer sufficient opportunities of choice and transfer so that each may select at any time the path best suited to his interests and abilities.

7. The educational and vocational guidance services organized by public authorities should be free in order that no person wishing to make use of them may be prevented by financial considerations from so doing ; provision could be made for economic assistance to private guidance services whose purpose is non-profit making.

8. Education authorities should assume the primary responsibility for educational guidance, but for vocational guidance the education authorities should maintain liaison with the authorities responsible for the services concerned with labour and industry, social welfare, youth welfare, etc.

9. Whatever be the existing system of guidance it is desirable that there should be a permanent advisory body on which all interested parties should be represented.

10. Sufficient means should be made available to allow the progressive extension of the guidance system to all young people, in all regions, rural as well as urban, and to all levels of education.

11. Countries which do not yet have sufficient means to organize a generalised system of guidance should undertake the setting up of a certain number of pilot centres ; these could serve as models and could be extended gradually to the whole country.

#### GUIDANCE TECHNIQUES AND PROCEDURES

12. Whatever the system adopted, it is essential that guidance be based on the study and observation of each individual, taking account of all aspects of his personality, his intellectual, emotional and physical development, his school results, and family and social circumstances which exercise an influence on his behaviour.

13. Applied psychology tests designed to measure the level of intelligence and to uncover aptitudes and interests should be scientifically formulated, sufficiently varied, and adapted to take account of the characteristics of the country and of its various social and cultural levels.

14. In any programme of educational and vocational guidance, knowledge of the development and potentialities of each young person should be based not only on what is revealed by psychological testing but also on the results of achievement examinations, school marks, health and physical data, as well as home and environmental information; the collaboration of the parents is indispensable.

15. It is essential that a cumulative record card be kept throughout the pupil's school life and should include all aspects of his development such as scholastic achievements and day-to-day behaviour; it should be compiled by sufficiently competent teachers; this record is to be kept confidential and be used only for helping educational and vocational guidance.

16. In all systems of guidance it is essential that a series of personal interviews should take place to gain the confidence of the pupil and his family; such interviews should also help the pupil to get to know himself better and to understand the possibilities open to him.

17. In all systems of guidance it is essential that great importance be given to information on the vocations and on the courses of study necessary for them; such information concerns the parents as well as the pupil and should be integrated with the educational and vocational guidance system and formulated with the cooperation of the specialized service and widely disseminated among the public by means of brochures, lectures, newspapers, films, radio and television.

18. Whether by practical work in schools, or as in some countries by visits to, or by working in, industrial undertakings, pupils should gain experience which will help in the vocational guidance programme.

19. Despite inevitable difficulties, methods must be used to follow up those who have received guidance; such follow-up would not only help the individual but the results would help with the evaluation and the systematic and continuous improvement of guidance methods; such research could be carried out by an appropriate service.

#### STAFF RESPONSIBLE FOR GUIDANCE

20. Where psychological techniques are employed in educational and vocational guidance the persons responsible for these tests should be qualified in using these techniques and have received advanced training.

21. Wherever educational and vocational guidance services are not centred within the schools themselves, the officers providing these services should hold a diploma in vocational guidance and have taken a special course to an advanced level in applied psychology and in economic or social science and have had experience in problems relating to education, labour and youth welfare; such specialists can be assisted by staff having a lower degree of qualification.

22. In countries where vocational information and guidance are integrated in the educational system it is important for one or more members of the teaching staff to receive training for the work and be well informed about different vocations and courses of study; moreover, a short course in the principles, methods and practice of educational and vocational guidance should be included in the curriculum for the training of teachers.

23. In countries where guidance, although sometimes undertaken by certain teachers, constitutes a separate part of the education programme, it is desirable that such teachers be properly trained for this special task; it should be ensured that their respective duties as counsellors and as teachers are equitably allotted in order that they may be able to devote sufficient time to each of their two types of duties.

24. All guidance personnel should carry out their duties in continuous collaboration with the teachers as well as with the other members of the school staff (doctor, psychologist, welfare worker).

25. It is essential that teachers of classes at a junior level of secondary education, where this level serves as a guidance stage, be acquainted with all pertinent techniques necessary to lead pupils towards the differentiated courses provided at the senior level.

26. The methods of educational and vocational guidance and information should be constantly revised and brought up to date, and the officers who are responsible for giving the guidance should have adequate means and opportunity of improving their professional qualifications.

27. Wherever it is necessary for educational and vocational guidance services to engage specialist staff who are not members of the teaching profession, conditions of service should be laid down to govern the profession of such specialist staff, and their salaries should be fixed, consideration being given to the formal qualifications and the training required for the performance of their duties.

28. Professional authorities and organizations responsible for the educational and vocational guidance services should formulate principles of professional ethics to guide them in their duties and professional relationships.

#### INTERNATIONAL ACTION

29. Countries which lack the financial resources and qualified staff for the organization or development of educational and vocational guidance should be able to receive from other countries or from international organizations technical assistance in the form of visits by experts, scholarships for study and travel, provision of materials, funds, etc.

30. All countries, whatever be the nature or stage of the development which characterises their system of guidance, should take into account the example offered by the experience of others; it is consequently



important that encouragement be given not only to the exchange of publications but also to personal contacts by means of exchanged visits, practical courses of study and courses attended by persons from different countries who are interested in guidance problems.

31. Encouragement should be given to the carrying out of comparative studies which show the similarities and differences between existing systems of guidance; not only would this give useful information, but it might stimulate valuable improvements to systems currently in force.

#### IMPLEMENTATION OF THE PRESENT RECOMMENDATION

32. It is important that the text of this recommendation be widely diffused by Ministries of Education, the school authorities, educational documentation centres, national and international vocational guidance associations and teachers' or parents' associations, etc.; the educational press, both official and private, should play a large part in the diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

33. In countries where it seems necessary, Ministries of Education are invited to request the appropriate bodies to undertake certain activities such as:

(a) to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries;

(b) to consider the advantages and disadvantages of implementing each of the clauses not yet in effect;

(c) to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country; and

(d) to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.

34. Unesco regional centres, with the collaboration of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions in question.

**RECOMMENDATION No. 57  
TO THE MINISTRIES OF EDUCATION**

concerning

**THE STRUGGLE AGAINST THE SHORTAGE  
OF PRIMARY TEACHERS**

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The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the first of July, nineteen hundred and sixty-three for its twenty-sixth session, adopts on the twelfth of July, nineteen hundred and sixty-three, the following recommendation :

The Conference,

Considering that the shortage of primary teachers and the recruitment crisis are felt in a large majority of countries,

Considering that the shortage of primary teachers constitutes not only a bar to the quantitative expansion of education but also injuriously affects the quality of education,

Considering that the shortage of teachers felt at the primary education level raises serious problems for all countries and particularly for those which have not yet reached the stage of compulsory education,

Considering that in the majority of developing countries the task of primary teachers is to be in the forefront of those working for community development in rural areas,

Considering that it is urgent to proceed to a thorough analysis of the many causes as well as the range and characteristics of the shortage in each of the countries affected,

Considering the intensity of educational needs and the continuous growth of school population, which are becoming evident in all countries of the world,

Considering that among the steps to be envisaged in the solution to the problem of the shortage of primary teachers, it is desirable to resort in the first place to those which have the least adverse effect on the quality of education,

Considering its previous recommendations and especially Recommendations Nos. 36, 37 and 55, adopted by the Conference at its sixteenth and

twenty-fifth sessions, which concern respectively primary teacher training, the status of primary teachers, and the further in-service training of primary teachers,

Considering that, despite similar aspirations, different countries will reach dissimilar solutions to the problem of the shortage of primary teachers,

Submits to the Ministries of Education of the different countries the following recommendation :

#### STUDY OF THE CAUSES OF THE SHORTAGE OF TEACHERS

1. The measures taken to overcome the shortage of primary teachers should be based on objective data as revealed by scientific research and surveys devoted to the economic, social and cultural causes of the shortage as well as on the advantages and disadvantages, including especially the practicability and advisability of the various solutions envisaged.

2. In all countries where there is a shortage of teachers and particularly in those where it constitutes a serious threat to the development and efficiency of primary education, studies of this kind are indispensable and should involve the collaboration of all bodies capable of giving assistance.

3. In those countries having one or several educational planning authorities, such studies, together with an assessment of the steps required, should be undertaken or commissioned by those authorities.

4. In view of the complexity of the problem, a study of the nature and the evolution of the shortage of primary teachers cannot be restricted to research into causes of a purely educational nature but should take into account other factors which may also lie at the origin of the shortage.

5. The permanent or temporary character of each of the causes discovered in this way, their inter-relationships and their probable trends—either to worsen, to stabilise, or to disappear, — should also be established.

6. One of the essential points in all preliminary studies on the shortage is population trends ; it is therefore necessary to evaluate up to what point the supply problem is related to variations in the birthrate and to population shifts, and to forecast the consequences of future population trends.

7. In countries where the principle of compulsory education is not applied in its entirety, such studies should also establish to what extent the lack of teachers may mitigate against or delay its fulfilment.

8. Countries where the extension of compulsory education constitutes one of the determining causes of the shortage should undertake an investigation into teacher requirements due to this extension.



9. Conditions of service for men and women teachers, and their frequently insufficient remuneration, are very often considered as principal causes of the shortage of primary teachers ; studies comparing the status of teachers with that of other professions with equivalent qualifications and responsibilities should therefore be undertaken.

10. As the shortage may not be felt in equal proportions over a whole country, it will be necessary to study its distribution even within different areas as well as between urban or rural areas ; it will be necessary furthermore to examine whether it is more marked as regards men or women.

11. Finally, it will be necessary to inquire into other causes, which, even if they are not so generalized as those mentioned above, can play a part in the teacher supply crisis in some countries ; these include extension of candidates' training, decrease in the number of pupils per class, reduction in the number of hours of work, the desire to pursue higher studies, transfer of primary teachers to other duties, to other levels or types of education as well as to other occupations.

#### STEPS TO IMPROVE THE STATUS OF TEACHERS

12. So long as the living standards of primary teaching staff in some countries are not commensurate with their qualifications and responsibilities, recruitment difficulties or desertion from the profession must be expected ; therefore among the steps taken to combat the shortage of teachers, an especial importance must be attached to ensuring that their material conditions and social situation are at least as good as those of other members of the community with similar training and responsibilities.

13. An improvement of the material situation of teachers is justified in the eyes of those responsible for the financing of education, because in the general view, investment in education constitutes henceforth a fundamental element in the economic and social development of a people.

14. It is essential that in all countries teaching staff be given an appropriate status with respect to economic, social and professional conditions ; this status will greatly contribute to ensuring for primary teachers their rightful place in the community.

15. It is moreover necessary that wherever the teachers' status and social security (sickness insurance, life assurance, retirement conditions, etc.) are unfavourable as compared to that of other categories in public services, this detrimental inequality should be removed as soon as possible.

16. In those countries where the shortage of primary teachers is particularly acute in rural or isolated areas, compensatory measures should be offered in favour of rural teachers ; for example : special allowances, limited tour of service in isolated or unhealthy areas, housing and catering facilities, free transport facilities, free health services for their families,

boarding and study facilities for their children, and access to free school ground for cultivation, etc.

#### STEPS TO FACILITATE TRAINING AND RECRUITMENT OF TEACHERS

17. Maintenance of the necessary balance between current and future requirements in teachers and the provision of regular training facilities must be a constant preoccupation of educational authorities, especially in those countries where the shortage of primary teachers is a sequel to the introduction, generalization or extension of compulsory education; every attempt should be made to create and develop progressively the training establishments necessary to provide the number of trained teachers needed to meet future requirements.

18. In view of the fact that it is more often in rural areas that the shortage of primary teachers is most in evidence, it is desirable that training establishments be opened in those areas, it being understood that their syllabuses take into account the environmental characteristics of each area, but are in no way inferior, in range and quality, to those of urban area training establishments. Wherever the facilities for opening such training establishments do not exist, mobile teams composed of school supervisors should be set up to facilitate the training and further training of rural teachers and of teachers in remote areas.

19. Where the number of candidates attracted to the teaching profession is not sufficient, it is desirable that authorities responsible for the recruitment of trainee-teachers as well as professional associations and teachers themselves should organize campaigns with a view to making known the characteristics of the profession; to this end, recourse can be had to the dissemination of publications, to discussion groups, lectures, press articles, radio and television broadcasts, school visits, even short periods of pre-entry teaching practice possibly with the collaboration of vocational guidance services.

20. The experiments made in certain countries to facilitate the access of workers and employees to pedagogical studies should be followed with the greatest interest, whether these are evening training schools, training centres with a special timetable, or correspondence or radio courses, seminars, demonstrations, practical exercises and courses, etc.; all the necessary facilities should be granted by employers, possibly with assistance from the State, to help this category of candidates for primary teaching.

21. Material assistance to trainee-teachers in its various forms appears to constitute one of the best means to encourage recruitment of candidates to primary education; these include free tuition and school supplies, granting of scholarships, reductions in hostel charges or free accommodation, allowances to compensate for lack of salary, pre-salaries, etc.

EMERGENCY MEASURES FOR ACCELERATED TRAINING,  
IN-SERVICE TRAINING AND RECRUITMENT OF TEACHERS

22. Despite its obvious shortcomings, accelerated or emergency training must be accepted in certain countries as a provisional solution, until numbers of regularly trained teachers are up to strength; moreover, teachers who have received such training should be encouraged to complete their full training at a later date.

23. Insofar as is possible, entry requirements for candidates to accelerated training should not be lower than those required for admission to the regular teacher training establishments.

24. It is mostly in regard to the duration of studies that emergency training differs from current pedagogical training; however, even if shorter, the period of training should not be reduced too much.

25. Particular attention should be paid to the formulation of curricula and syllabuses used in courses of accelerated training; a careful selection of the subjects taught, as well as their content, will permit the elimination of all matter considered as subsidiary, while retaining what is vital to the formative value of this type of intensive training. It is advisable that in view of the difficulties attached to this type of training, it should be entrusted to particularly capable and experienced teachers, both from the cultural and pedagogical viewpoints.

26. In many cases, education authorities have unfortunately been obliged to take teachers without any professional training. But it should be understood that this exceptional measure can only be a temporary expedient, especially in those countries having other means at their disposal in the struggle against the shortage of primary teachers.

27. When employment of staff without any previous professional training is unavoidable, great care should be exercised as regards the choice of candidates. In any event, it is essential that they should have a good general level of education and the required pedagogical capacities, and that they should feel drawn towards teaching. Such teachers should be offered regular in-service training opportunities in order to acquire necessary qualifications and attain the required professional level.

28. In matters relating to accelerated training for teachers without professional qualifications, educational authorities should choose that which is most suitable for their respective countries; for example, regular courses, holiday courses, correspondence courses, seminars, practical work, demonstrations, etc. Every facility must be given to teaching staff who need them to make use of these means of further training provided that regular recruitment of teachers is not affected by these exceptional measures.

29. Teachers who have successfully followed accelerated training courses on a level comparable with regular courses should receive status



and salary as regularly trained teachers. Those teachers who, in taking accelerated training courses, do not reach the level of regularly trained teachers, but who correct their training deficiencies by appropriate further training courses, will be treated on an equal footing; teachers without previous professional training who, while in service, have successfully followed training courses organized for them should also be granted status and salary equivalent to that of regularly trained teachers.

#### OTHER MEASURES

30. Where there is too marked a disproportion in the recruitment of teachers of one or the other sex, appropriate measures (information campaigns, for example) should be undertaken to remedy this. Among recommended measures to combat the shortage of primary teachers is that of offering married women teachers the opportunity of continuing in their posts or of readmittance in those cases where they had resigned; they should also be offered facilities such as transfer to posts near their husbands' place of work, or their homes.

31. The re-engagement of certain retired teachers, insofar as their intellectual capacities and state of health allow it, appears to be one of the measures which can contribute to remedy the shortage of primary teachers. In those countries with such a shortage where teachers can retire when still in full possession of their faculties it would be highly desirable to encourage them to remain actively employed.

32. There are certain measures of educational organization which can contribute to a more rational use of available teaching staff and which should be adopted where appropriate. These measures include especially the better geographical distribution of schools, amalgamation of small schools where pupil transport or the setting up of hostels allows this; opening of complete one-teacher schools where the enrolment does not justify the presence of two or three teachers; recourse to coeducation if the presence of both a man and a woman teacher is not required, etc.

33. In very urgent cases, primary teachers of specialised subjects should be given means to complete their training so that they can teach general subjects.

34. To remedy the shortage of primary teachers, consideration should be given to new methods of teaching which require a smaller number of teachers than traditional methods (i.e. programmed teaching and monitor system).

35. As in many countries, evening classes for adults could be taken by primary teachers, who would receive a special allowance which would contribute to an improvement in their material situation. Where qualifications are equal, the preference should be given to primary teachers already in service.

36. In those countries where the desire for the rapid generalisation of primary education has necessitated recourse to special measures (such as an increase in the number of pupils per class, or per teacher, decrease in pupils' timetables, and adoption of the shift system), such measures should be considered as entirely provisional in view of the resulting disadvantages which they will cause for both teacher and pupil.

#### INTERNATIONAL COOPERATION

37. All forms of technical and financial assistance which will allow the opening of new training establishments for primary teachers are among the most effective means of combating the shortage of teachers, especially in those countries where compulsory education for all is not yet in existence.

38. It is desirable that international education organizations such as Unesco should continue the experiments successfully carried out in developing countries which are suffering from a shortage of teachers by placing at the disposal of countries which ask for them experts to study the various aspects of the problem, and to suggest adequate means to resolve it. The organization of in-service training courses for insufficiently trained teachers and the production of teaching material adapted to the conditions in the countries concerned should be included among the tasks assigned to these experts. Technical assistance should also help in the supply of documentation dealing with experiments which have taken place elsewhere.

39. Technical assistance should place emphasis on the further training of teachers and on the necessity of each developing country meeting its own needs from its own resources. Although there are obvious advantages in the international exchange of teachers in cases where the employment of teachers from other countries is necessary, this measure should be accompanied by intensified training of teachers in the country concerned in order to avoid too great a dependence upon outside assistance.

#### IMPLEMENTATION OF THE PRESENT RECOMMENDATION

40. It is important that the text of this recommendation should be widely diffused by Ministries of Education, the school authorities for the level of education most directly concerned, educational documentation centres, national and international teachers' or parents' associations, etc; the educational press, both official and private, should play a large part in the diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

41. Unesco regional centres, with the cooperation of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions concerned.

42. In countries where it seems necessary, Ministries of Education are invited to request the competent bodies to undertake certain activities, such as for example :

(a) to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries ;

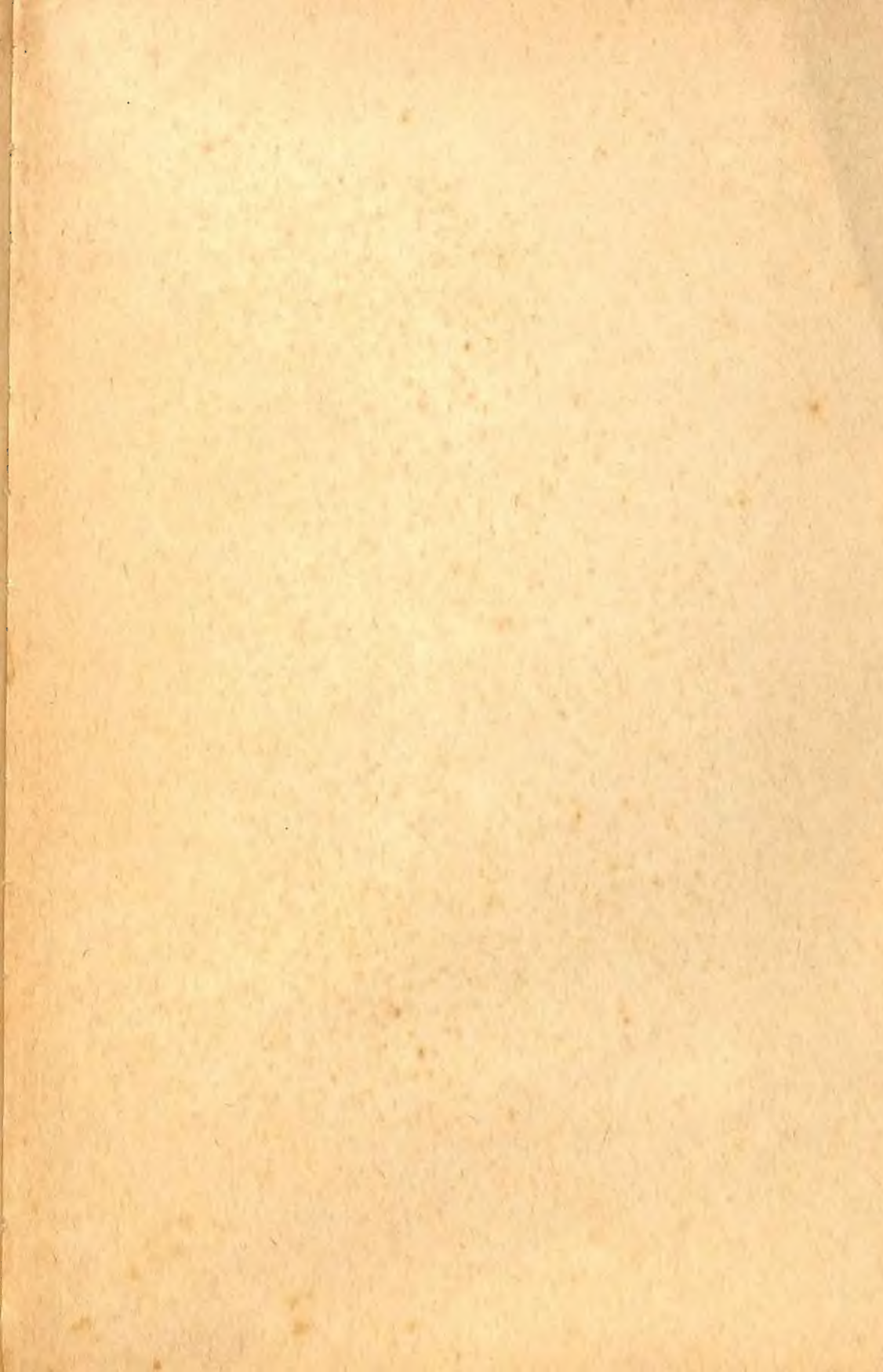
(b) to consider the advantages and disadvantages of implementing each of the clauses not yet in force ;

(c) to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country ; and

(d) to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.











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